

**Performance Outcomes, Training Objectives, Criteria and Lesson  
Plan Guides for Compulsory Minimum Training for Jail, Court  
Security, and Civil Process Service Officers**

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**GLOSSARY OF TERMS**  
**FOR**  
**ENTRY-LEVEL JAIL, COURT SECURITY,**  
**CIVIL PROCESS SERVICE OFFICER TRAINING**

**Standard -- a level of attainment regarded as a measure of adequacy (Webster's New World Dictionary).**

**Performance Outcome -- knowledge and behavior that a person is expected to be able to demonstrate as a result of training; the performance of a task or set of tasks that may be expected as a result of training.**

**Training Objective -- the statement(s) briefly describing what the person should be able to identify or demonstrate related to a desired outcome.**

**Criteria -- those items covered during the training on which the person will be tested for successful achievement.**

**Test -- an oral, physical, or written exercise by which the trainee is measured for satisfactory completion of an objective.**

**Oral exercise -- an exercise by which the trainee is tested and must demonstrate the knowledge related to a task or set of tasks using verbal skill(s) to the satisfaction of the instructor.**

**Physical exercise -- an exercise by which the trainee is tested and must demonstrate the physical skill(s) needed to perform a task or set of tasks to the satisfaction of the instructor or to reach a specified score.**

**Written exercise -- any generally recognized written method for testing knowledge or writing skills acquired by a trainee during training. These include but are not limited to the following:**

- 1. Multiple choice**
- 2. Matching**
- 3. Fill in blanks**
- 4. Essay**
- 5. Case studies**
- 6. Interactive computer uses**
- 7. Combinations of the above**
- 8. Others as may be identified as valid**

**Practical Exercise -- an exercise using any combination of oral, physical, or written components that is designed to have the trainee demonstrate a task or set of tasks to the satisfaction of the instructor or to reach a specified score.**

**Lesson Plan Guide -- information related to the content of training that shall be included in the detailed lesson plan and test items for the particular topic.**

**Field Training -- statements related to tasks or elements of tasks that must be accomplished during on-the-job or field training at the employing agency.**

**Commonly Used Verbs:**

**Identify -- indication of understanding of facts or combination of facts, basic concepts, principles or theories through written, oral, or physical means.**

**Demonstrate -- selection and application of general rules, procedures, and methods for specific situations through written, oral, or physical means.**

**Analyze -- break down an organized structure to identify its elements, their relationships, and the organizational principles involved; includes the ability to reorganize the structure.**

**Evaluate -- make judgments about the value of information (both obvious and obscure), dates, materials, results, or methods and demonstrate this through written, oral, or physical means.**

**Performance Outcome 1. 1.(Jail) and 1.6 (CS/CP)**

Maintain a professional appearance with respect to clothing, grooming, and equipment.

**Training Objectives Related to 1. 1. (Jail) and 1.6 (CS/CP)**

- A. Given a practical exercise, the trainee will be inspected to meet academy standards for clothing, grooming, and equipment.

**Criteria:** The trainee shall be tested on the following:

1.1.1. Professional appearance for an officer regarding clothing and grooming.

1.1.2. Professional appearance for an officer's personal equipment.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Professional appearance for an officer regarding clothing and grooming.
2. Professional appearance for an officer regarding personal equipment.
3. The importance to public perception of professionalism by presenting a well-groomed appearance for clothing and equipment.
4. The importance of establishing departmental esprit de corps by presenting a well-groomed appearance.

**Performance Outcome 1. 2. (Jail) and 1.7 (CS/CP)**

Behave in a fair, positive and courteous manner with inmates and the public to develop a trust relationship and positive community relationship.

**Training Objectives Related to 1. 2. (Jail) and 1.7 (CS/CP)**

- A. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between the local jail and the community.
- B. Identify the requirements for professionalism that impact the deputy's/officer's knowledge, skill, and ability to behave in a fair and positive manner.
- C. Identify the requirement that will assist in developing and maintaining a trust relationship with the citizenry and with inmates.

**Criteria:** The trainee shall be tested on the following:

- 1.2.1. Reasons to foster a positive relationship between the local jail and the public.
- 1.2.2. Principles that define a profession.
- 1.2.3. Historical evolution of jails in the United States
- 1.2.4. Three elements of the criminal justice system
- 1.2.5. The place of jails and criminal justice in the structure of government
- 1.2.6. The role of ethics
  - 1.2.6.1. General principles of ethics
  - 1.2.6.2. Code of Ethics
    - (1). Deputy/officer behavior
    - (2). Deputy/officer dedication
    - (3). Career development
- 1.2.7. Methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow deputies or officers
- 1.2.8. Positive and negative aspects of discretionary enforcement of laws, policies, and procedures
- 1.2.9. Positive and negative influences of a criminal justice career on a deputy's/jail officer's personal life

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Reasons to foster a positive relationship between the jail officer/deputy and the public.
  - a. Develop and maintain open communications between the jail and the community
  - b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience with jails in other countries has been negative
  - c. Enhance the officer's/deputy's ability to function as effectively as possible in carrying out their daily duties
  - d. Others as may be identified and discussed
2. Consequences that may result from a failure of common courtesy
  - a. Lack of respect on the part of the officer/deputy toward a member of the public has a ripple effect beyond the immediate situation, i.e., the public may fail to call for assistance for an officer/deputy in trouble or ignore reporting a situation in the jail.
  - b. Negative attitudes toward jail officers/deputies in general may develop from the actions of one officer/deputy.
  - c. The jail officer's/deputy's ability to function effectively in carrying out daily duties will diminish should the officer/deputy become known as lacking in common courtesy and respect.
  - d. Others as may be identified
2. Identify principles that define a profession
4. Identify the historical evolution of Corrections and Jails in the United States
  - a. Establishment of Jails
  - b. Oath of office
  - c. Constitution and Bill of Rights
5. Identify the three elements of the criminal justice system
  - a. Courts
    - (1). Federal system
      - (a). U. S. District Court
      - (b). U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4<sup>th</sup> Circuit – Virginia is in this circuit)
      - (c). U.S. Supreme Court
    - (2). State system
      - (a). Magistrates
      - (b). General District Courts
      - (c). Circuit Courts
      - (d). Virginia Court of Appeals
      - (e). Virginia Supreme Court

**Category 1,  
Professionalism**

**Jail, Court Security, Civil Process**

- b. Law Enforcement
    - (1). Federal officers (in general)
    - (2). Sheriffs
    - (3). Police (local and state)
    - (4). Other law enforcement agents
  - c. Corrections
    - (1). Local corrections (jails, detention facilities)
    - (2). State corrections
6. Identify the place of jails in the structure of government
7. Define the role of ethics in criminal justice
- a. Identify two general principles of ethics that may assist an officer/deputy in making ethical judgments
  - b. Review the Jail and/or Law Enforcement Code of Ethics and its impact on the following:
    - (1). Officer/deputy behavior on duty
      - (a). Reverence for the law
      - (b). Crime prevention/prevention of rules infractions
      - (c). Respect for the public
      - (d). Impartial enforcement of rules and regulations
      - (e). Attempt to use minimum force necessary to effect an arrest or restrain an inmate
      - (f). Report only the truth
      - (g). Testify only the truth
      - (h). Never use public office for private gain
      - (i). Strive to perform at maximum efficiency
      - (j). Never misuse resources or confidential information
    - (2). Officer/deputy behavior off-duty
      - (a). Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.
      - (b). Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified.



**Category 1,  
Professionalism**

**Jail, Court Security, Civil Process**

- (3). Officer/deputy dedication
  - (a). Self (taking care of you will help you care for others)
  - (b). Family
  - (c). Office
  - (d). Community
  - (e). State
  - (f). Country
- (4). Career development
  - (a). In-service training and specialized training programs and courses
  - (b). Resources for individual efforts
    - (1). Reading professional material related to the job
    - (2). Seeking out other criminal justice training
    - (3). Using educational resources such as college courses
    - (4). Others that may be identified
- c. Provide copies of the Jail Officer's Code of Ethics for signature by trainees.
- 8. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow jail officers/deputies
- 9. Identify the positive and negative aspects of discretionary enforcement of laws, jail rules and regulations
  - a. Positive aspect: Inmates realize that they cannot manipulate a deputy or jail officer.
  - b. Negative aspect: Inmates watching a deputy/jail officer may think his enforcement of jail rules is unfair when the deputy/jail officer allows a prominent citizen who is in jail to have privileges that they may not get.
- 10. Identify positive and negative influences of a criminal justice career on an officers/deputies personal life
  - a. Positive influences include, but are not limited to,
    - (1). Providing a role model to citizens, especially children
    - (2). Saving lives
    - (3). Preventing crime
    - (4). Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights
    - (5). Others as may be identified
  - b. Negative influences include, but are not limited to
    - (1). Constantly facing the possibility of death or serious injury
    - (2). Divorce or strains on family relationships
    - (3). Alcoholism
    - (4). Mental health problems ranging from chronic stress to

**Category 1,  
Professionalism**

**Jail, Court Security, Civil Process**

depression with the possibility of suicide

(5). Others as may be identified

c. Bias

- (1). Define bias.
- (2). Define discrimination.
- (3). Identify consequences of bias based jail, court, or civil process operations.
- (4). Identify consequences of impartial enforcement of jail, court, or civil process service rules.
- (5). Identify methods that a deputy/jail/court security/civil process service officer may use to prevent bias from determining a jail, court, or civil process enforcement intervention.

**Instructor Note: Numbers 4 and 5 in the lesson plan guide should provide an overview so that the trainee understands the structure of the criminal justice system and how jail operations fit into this structure. Detailed information on these areas will be provided during legal issues training.**

**Performance Outcome 1. 3. (Jail) and 1.8 (CS/CP)**

Apply knowledge of the law relating to gambling and identify its impact on professionalism.

**Training Objectives Relating to 1. 3. (Jail) and 1.8 (CS/CP)**

- A. Given a written exercise, identify the elements of crime classifications relating to gambling offenses.
- B. Given a written exercise, identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

**Criteria:** The trainee shall be tested on the following:

- 1.3.1. Define gambling and elements of the crime.
- 1.3.2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define gambling and elements of the crime, §18.2-325
2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

## **Performance Outcome 2.1.**

Perform the duties of a deputy/jail officer in compliance with constitutional requirements and the Bill of Rights.

## **Training Objective Related to 2.1.**

A. Given a written exercise, identify the applicability of the 1<sup>st</sup>, 4<sup>th</sup>, 8<sup>th</sup>, 13<sup>th</sup>, and 14<sup>th</sup> Amendments to the United States Constitution to jail operations.

**Criteria:** The trainee shall be tested on the following:

- 2.1.1. Define Constitutional Law.
- 2.1.2. List the protections provided to jail inmates in the First Amendment of the U.S. Constitution.
- 2.1.3. List the protections provided to jail inmates in the Fourth Amendment of the U.S. Constitution.
- 2.1.4. List the protections provided to jail inmates by the Eighth Amendment of the U.S. Constitution.
- 2.1.5. Identify the difference between the constitutional rights of pre-trial detainee and those of convicted inmates provided by the 13<sup>th</sup> Amendment.
- 2.1.6. List the protections provided to jail inmates by the Fourteenth Amendment.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define Constitutional Law.
2. List the protections provided in the First Amendment of the U.S. Constitution and identify how these protections apply in a jail.
  - a. Religion (including Religious Land Use and Institutionalized Persons Act)
  - b. Speech (mail, phone calls)
  - c. Press (newspapers, magazines)
  - d. Association (visitors)
  - e. Redress of grievances (access to courts; legal services to which indigent inmates are entitled in matters related to their incarceration)
  - f. Others as may be identified by the instructor
3. List the protections provided to jail inmates by the Fourth Amendment of the U.S. Constitution.
  - a. Cell searches
  - b. Person searches
    1. Frisk
    2. Strip
    3. Body cavity
  - c. Seizures
    1. Contraband
    2. Evidence
4. List the protections of the Eighth Amendment of the U.S. Constitution.
  - a. Medical
  - b. Psychological
  - c. Exercise
  - d. Housing
  - e. Sanitation
  - f. Safety
  - g. Others as may be identified by the instructor
5. Identify the reasons an inmate may be placed in segregation.
  - a. Administrative
  - b. Disciplinary
6. Identify the difference between the constitutional rights of pre-trial detainee and those of convicted inmates as applicable to the 13<sup>th</sup> Amendment.
7. List the protections provided to jail inmates by the Fourteenth Amendment.
  - a. Due process
    1. Substantive
    2. Procedural
  - b. Equal protection (especially in relation to religious issues)

**Performance Outcome 2. 2.**

Perform the duties of a deputy/jail officer/court security or civil process service officer with awareness of personal and agency liability.

**Training Objective Related to 2. 2.**

- A. Given a written exercise, identify the requirements of Title 42, United States Code Section 1983, Title 18 United States Codes Sections 241 and 242, and tort law related to personal and agency liability.
- B. Given a written exercise, identify how the above mentioned laws apply to jail operations and jail/court security/civil process service staff in order to perform required duties and minimize liability.
- C. Given a written exercise, identify how the Civil Rights of Institutionalized Persons Act (CRIP) applies to jail/court security/civil process service staff.

**Criteria:** The trainee shall be tested on the following:

- 2.2.1. Identify the elements that must be present for a person to file a §1983 lawsuit.
- 2.2.2. Identify the most common legally accepted defenses against a §1983 lawsuit.
- 2.2.3. Identify the levels of negligence related to tort and 1983 lawsuits.
- 2.2.4. Identify the major difference between Title 18 U.S. Code §241 and Title 18 U.S. Code §242.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify the elements that must be present for a person to file a §1983 lawsuit.
2. Identify the most commonly accepted defenses against a §1983 lawsuit.
  - a. substantive defenses
  - b. procedural defenses
    - 1). Immunity
    - 2). Statute of limitations
3. Identify the levels of negligence in relation to tort and 1983 lawsuits.
  - a. simple negligence
  - b. gross negligence
  - c. deliberate indifference
  - d. malicious and sadistic actions
4. Identify the major difference between Title 18 U.S. Code §21 and Title 18 U.S. Code §242.



### **Performance Outcome 2. 3.**

Perform duties of a deputy/jail officer according to laws governing the office of sheriff and regional jails

### **Training Objective Related to 2. 3.**

- A. Given a written exercise, identify the sections of the Code of Virginia that relate to the jobs and responsibilities of jail officers, the office of sheriff and jail superintendents, and jail operations and security.
- B. Given a written exercise, correctly identify these laws.

**Criteria:** The trainee shall be tested on the following:

- 2.3.1. Identify the process by which a bill becomes law in Virginia.
- 2.3.2. Identify the powers and duties of a sheriff as a constitutional officer.
- 2.3.3. Identify the powers and duties of the regional jail superintendent.
- 2.3.4. Identify factors that affect the employment of a deputy sheriff/jail officer.
- 2.3.5. Define local correctional facility and lockup vs. local jail.
- 2.3.6. Identify the Board responsible for establishing the Minimum Standards for Local Jails and Lockups, the status of the Standards, the relationship between the state standards and the American Correctional Association Standards, the result of not complying with the Standards, and who has authority to enforce the standards.
- 2.3.7. Identify the court duties of the sheriff.
- 2.3.8. Identify the information that must be included in daily jail records.
- 2.3.9. Identify the procedures to be followed when admitting a suspected illegal alien into the jail.
- 2.3.10. Identify the notification procedures to be followed in the event of a death in the jail.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify the process by which a bill becomes law in Virginia.
2. Identify the powers of a sheriff as a constitutional officer.
3. Identify the powers and duties of a regional jail superintendent.
4. Identify factors that affect the employment of a deputy sheriff/jail officer.
5. Define local correctional facility and lockup vs. local jail.
6. Identify the Board responsible for establishing the Minimum Standards for Local Jails and Lockups, the status of the Standards, the relationship between the state standards and the American Correctional Association Standards, the result of not complying with the Standards, and who has authority to enforce the standards.
7. Identify the court duties of the sheriff.
8. Identify the information that must be included in daily jail records. (53.1-116)
9. Identify the procedures to be followed when admitting a suspected illegal alien into the jail.
10. Identify the notification procedures to be followed in the event of a death in the jail.

**Instructor Note: Number 6 in the Lesson Plan Guide must include sufficient detail so that the trainee is able to identify the historical evolution of jails and lockup and the impact of Standards on these facilities. Number 7 must include sufficient detail so that the trainee is able to identify the elements of the criminal justice system with particular emphasis on courts and the sheriff's role in these elements.**

## **Performance Outcome 2. 4.**

Respond to request by determining whether the facts are civil or criminal.

## **Training Objectives Relating to 2. 4.**

A. Given a written exercise, identify actions as civil or criminal matters.

**Criteria:** The trainee shall be tested on the following:

- 2.4.1. Define and contrast a crime vs. a tort.
- 2.4.2. Define civil liability in contrast to criminal sanctions.
- 2.4.3. Given the facts of a crime, identify the crime and Code section using the Code of Virginia.
  - 2.4.3.1. Identify the classes of felonies and their punishments.
  - 2.4.3.2. Identify the classes of misdemeanors and their punishments.
  - 2.4.3.3. Define infractions and local ordinances.
- 2.4.4. Define consecutive and concurrent sentencing.
- 2.4.5. Identify the penalties attached for an inmate who takes hostages or injures any employee of a correctional facility.
- 2.4.6. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate.
- 2.4.7. Identify the two defenses against a tort suit.
- 2.4.8. Identify and define the types of damage related to tort and 1983 lawsuits.
- 2.4.9. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal.
- 2.4.10. Identify civil matters of import to jail/detention staff.
  - 2.4.10.1. Habeas Corpus
  - 2.4.10.2. Writ of Mandamus/Prohibition
  - 2.4.10.3. Injunction

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define and contrast a crime vs. a tort. Discuss Virginia Tort Law including §8.01-195. Case reference: Commonwealth v. Webb, 27 Va. (6 Rand.) 726 (1928). Case reference: Jernigan v. Commonwealth, 104 Va. 850, 52 SE 361 (1905).
2. Define civil liability in contrast to criminal sanctions.
- 3.. Given the facts of a crime, identify the crime and Code section using the Code of Virginia.
  - a. Identify the classes of felonies and their punishments.
  - b. Identify the classes of misdemeanors and their punishments.
  - c. Define infractions and local ordinances.
4. Define consecutive and concurrent sentencing.
5. Identify the penalties attached for an inmate who takes hostages or injures any employee of a correctional facility.
6. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate.
7. Identify the two types of defenses against a tort suit (substantive and procedural).
8. Identify and define the types of damage related to tort and 1983 lawsuits.
  - a. nominal
  - b. compensatory
  - c. punitive
9. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal. Note that Virginia is a common law state (common law still in effect except as overruled or replaced by the Code of Virginia). Identify the Code citation enabling local counties, cities, and towns to establish local ordinances. (§15.2-1425) (§15.2-1429)
10. Identify civil matters of import to jail/detention staff.
  - a. Habeas Corpus
  - b. Writ of Mandamus/Prohibition
  - c. Injunction
  - d. Contempt of Court, (e.g. §16.1-278.16)

***Instructor Note: Advise trainees that they must identify department policy relating to explaining a violation of county or municipal ordinances that is the basis for a summons to the violator. Advise trainees that they must identify department policy relating to use of discretion regarding a violation of law.***

### **Performance Outcome 2. 5.**

Obtain an arrest warrant from proper authority.

### **Training Objectives Related to 2. 5.**

- A. Given a written or practical exercise, identify the proper authority from whom to obtain an arrest warrant, the information that must be presented to support a warrant, and return requirements.

**Criteria:** The trainee shall be tested on the following:

- 2.5.1. Identify the proper authorities from which an arrest warrant may be obtained according to 19.2 -71 and Rule 3A:3 of the Rules of the Supreme Court of Virginia
- 2.5.2. Identify the information that must be provided to support a warrant
- 2.5.3. Return arrest warrant conforming to statutory requirements

**Lesson Plan Guide:** The lesson plan shall include the following:

1. The proper authorities from which an arrest warrant may be obtained according to 19.2 -71 and Rule 3A:3 of the Rules of the Supreme Court of Virginia
  - a. Judge
  - b. Clerk of any circuit, general district, or family court
  - c. Magistrate
2. The information that must be provided to support a warrant
  - a. The crime
  - b. The facts that support probable cause
  - c. How these facts relate to the suspect(s)
3. Return of arrest warrant conforming to statutory requirements
  - a. Deputy/jail officer endorsement of the warrant
  - b. Return to a judicial officer with authority to grant bail

### **Performance Outcome 2.6.**

Arrest persons with a warrant.

### **Training Objectives Relating to 2.6.**

- A. Given a written exercise, identify constitutional and statutory requirements to arrest a person with a warrant.

**Criteria:** The trainee shall be tested on the following:

- 2.6.1. Define arrest.
- 2.6.2. Identify the mandatory contents of a valid warrant.
- 2.6.3. Identify the territorial limitations of a deputy/jail officer's power to arrest.
- 2.6.4. Identify the consequences of an illegal arrest.
- 2.6.5. Identify the process of executing an arrest warrant.

**Lesson Plan Guide:** The lesson plan shall include the following:

Code of Virginia, §19.2-71 to §19.2-83.1

1. Define arrest.
2. Identify who may issue a warrant for the arrest of a person charged with a criminal offense.
3. Identify the mandatory contents of a valid warrant:
  - a. It shall be directed to an appropriate deputy/jail officer
  - b. It shall name the accused or set forth a description by which he/she can be identified
  - c. It shall describe the offense charged with reasonable certainty
  - d. It shall command that the accused be arrested and brought before a court of appropriate jurisdiction
  - e. It shall be signed by the issuing officer
4. Identify the territorial limitations of a deputy/jail officer's power to arrest.
5. Identify the consequences of an illegal arrest.
6. Identify the process of executing an arrest warrant:
  - a. Arrest the accused
  - b. Inform the accused of the offense charged and that a warrant has been issued
  - c. Endorse and date the warrant
  - d. Deliver a copy of the warrant to the accused as soon as possible



## Performance Outcome 2.7

Arrest persons without a warrant.

## Training Objective 2.7

Given a written exercise, identify constitutional and statutory requirements to arrest a person without a warrant.

**Criteria:** The trainee shall be tested on the following:

- 2.7.1. Identify the requirement for warrantless felony arrest under §19.2-81.
- 2.7.2. Identify the general requirement for a warrantless misdemeanor arrest.
- 2.7.3. Given narrative examples of arrest situations, determine if the warrantless arrest is legal.
- 2.7.4. Identify three situations whereby an deputy/jail officer may make a warrantless arrest according to the Code of Virginia.
- 2.7.5. Identify the parameters for issuing a summons in lieu of arrest.
- 2.7.6. Identify a situation in which an officer may issue a summons in lieu of arrest.

**Lesson Plan Guide:** The lesson plan shall include the following:

Code of Virginia, §19.2-81 to 19.2-83.1

1. Identify the requirement for warrantless felony arrest under §19.2-81.
2. Identify the general requirement for a warrantless misdemeanor arrest.
3. Define probable cause for arrest.
4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal
5. Identify the situations whereby a deputy/jail officer may make a warrantless arrest according to the Code of Virginia.
  - a. upon information that the individual is wanted in another jurisdiction through electronic messages (fax, teletype and radio messages)
  - b. assault and battery
  - c. a probation or parole violation, etc.
  - d. concealed weapon
6. Identify the Virginia State Code sections pertaining to warrantless arrests:
  - a. Escape, flight and pursuit, arrest anywhere in Commonwealth (§19.2-77)
  - b. Arrest by officers of other states in close pursuit (§19.2-78)
  - c. Arrest without warrant authorized in certain cases (§19.2-81)
  - d. Procedure for arrest without warrant (§19.2-82)
7. Identify the parameters for issuing a summons in lieu of arrest.
8. Identify a situation in which an officer may issue a summons in lieu of arrest.

**Performance Outcome 2. 8.**

Answer questions regarding the progress of a case according to rules of privacy and security controlling access to records.

**Training Objectives Relating to 2. 8.**

- A. Given a written exercise, identify basic laws governing rules of privacy and security to control access to records.

**Criteria:** The trainee shall be tested on the following:

- 2.8.1. Statutes relating to criminal history records/juvenile information
- 2.8.2. Statutes relating to release of information through NCIC or VCIN
- 2.8.3. Application of HIPPA in relation to inmate medical records.
- 2.8.4. Application of the Freedom of Information act (2.1-342?) in Virginia jails.
- 2.8.5. Application of the Privacy Protection Act in Virginia jails. (2.1 ?)

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Statutes relating to criminal history records/juvenile information.
2. Statutes relating to release of information through NCIC or VCIN.
3. Review of privacy of inmate medical records, especially HIPPA.
4. Review of the Virginia Freedom of Information Act (2.1 ?) (Inmates have no access)
5. The Virginia Privacy Protection Act (2.1 ?)

### **Performance Outcome 2. 9.**

Serve mental health commitment papers.

### **Training Objectives Relating to 2. 9.**

- A. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers (emergency custody orders or temporary detention orders only).

**Criteria:** The trainee shall be tested on the following:

- 2.9.1. Define emergency custody orders and temporary detention orders and situations in which these would be utilized.
- 2.9.2. Define the difference between criminal and civil temporary detention orders.
- 2.9.3. Identify persons having authority to issue an emergency custody order or temporary detention order.
- 2.9.4. Identify procedures for emergency custody order or temporary detention order return of service.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Definition of emergency custody orders and temporary detention orders and situations in which these would be utilized.
2. Define the difference between criminal and civil temporary detention orders.
3. Identification of persons having authority to issue an emergency custody order or temporary detention order (judge or magistrate).
4. Procedures for emergency custody order or temporary detention order return of service.
  - a. Return service promptly to clerk's office stating the date and manner of service and to whom service was made.
5. Service of mental health commitment papers is the same as service and return of any other civil judicial process.
6. Service is not restricted but is applicable statewide (§8.01-292)
7. Copy of papers must be served to the person to be committed or to a person found at the normal place of abode or posted on the front door or main entrance of the abode or by mail (§8.01-296)
8. Emergency commitments (involuntary detention), §37.1-67.1.

***Instructor Note: Advise trainees that they must identify department policy related to serving mental health commitment papers as part of their department training.***

## **Performance Outcome 2.10.**

Apply knowledge of the law to related to family abuse and protective orders.

## **Training Objectives Related to 2.10.**

A. Given a written exercise, identify elements of the crimes related to family abuse.

**Criteria:** The trainee shall be tested on the following:

- 2.10.1. Define the following:
  - 2.10.1.1. family abuse
  - 2.10.1.2. family or household member
- 2.10.2. Identify the elements of the statutes that provide relevant law
  - 2.10.2.1. (definitions)
  - 2.10.2.2. (jurisdiction)
  - 2.10.2.3. (venue)
  - 2.10.2.4. (preliminary protective order)
  - 2.10.2.5. (preliminary protective orders in cases of family abuse)
  - 2.10.2.6. (violations of provisions of protective orders)
  - 2.10.2.7. (emergency protective orders authorized in cases of family abuse)
  - 2.10.2.8. (criminal jurisdiction; protective orders)
  - 2.10.2.9. (protective order in cases of family abuse)
  - 2.10.2.10. (purchase or transportation of firearms by person subject to protective orders)
  - 2.10.2.11. (arrest without a warrant authorized in cases of assault and battery against a family member and for violations of protective orders)
  - 2.10.2.12. (emergency protective order authorized in cases of stalking)
  - 2.10.2.13. (preliminary protective order authorized in cases of stalking)
  - 2.10.2.14. (protective order authorized in cases of stalking)

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Definitions for the following:
  - a. family abuse
  - b. household or family member
2. Statutes that provide relevant law
  - a. Definitions, §16.1-228
  - b. Jurisdiction, §16.1-241
  - c. Venue, §16.1-243
  - d. Preliminary protective order, §16.1-253
  - e. Preliminary protective orders in cases of family abuse, §16.1-253.1
  - f. Violations of provisions of protective orders, §16.1-253.2
  - g. Emergency protective orders authorized in cases of family abuse, §16.1-253.4
  - h. Criminal jurisdiction; protective orders; family offenses, §16.1-278.14
  - i. Protective order in cases of family abuse, § 16.1-279.1
  - j. Purchase or transportation of firearms by person subject to protective orders, §18.2-308.1:4
  - k. Arrest without a warrant authorized in cases of assault and battery against a family member and for violations of protective orders, §19.2-81.3
  - l. Emergency protective order authorized in cases of stalking, §19.2-152.8
  - m. Preliminary protective order authorized in cases of stalking, §19.2-152.9
  - n. Protective order authorized in cases of stalking, §19.2-152.10



## **Performance Outcome 2. 11.**

Apply knowledge of law to obtain information from a subject conforming to constitutional requirements.

## **Training Objectives Related to 2. 11.**

- A. Given a written or practical exercise, identify constitutional requirements to obtain information from a subject.

**Criteria:** The trainee shall be tested on the following:

- 2.11.1. Identify constitutional issues related to detention and questioning of a subject.
- 2.11.2. Identify the relevant cases regarding interrogation:
  - 2.11.2.1. Malloy v. Hogan, 378 U.S. 1 (1964)
  - 2.11.2.2. Miranda v. Arizona, 384 U.S. 436 (1966)
  - 2.11.2.3. Massiah v. United States, 377 U.S. 201 (1964)
- 2.11.3. Identify the two conditions which together trigger the necessity for Miranda warnings.
- 2.11.4. Explain the difference between an exculpatory and inculpatory statement and the necessity for documenting both.
- 2.11.5. Identify the conditions by which a confession will be judged to be admissible.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. The rights of an arrested person as guaranteed by the U. S. Constitution.
2. Identify constitutional issues related to detention and questioning of a subject.
3. Identify the relevant cases regarding interrogation:
  - a. Malloy v. Hogan, 378 U.S. 1 (1964)
  - b. Miranda v. Arizona, 384 U.S. 436 (1966)
  - c. Massiah v. United States, 377 U.S. 201 (1964)
  - d. Ford v. Commonwealth, 503 S.E.2d 803, 28 Va. App 249, (1998)
  - e. Novak v. Commonwealth, 457 S.E. 2d 402, 20 Va. App.373, (1995)
  - f. Wass v. Commonwealth, 359 S.E. 2d 836, 5 Va. App. 27, (1987)
  - g. Lanier v. Commonwealth, 394 S.E. 2d 495, 10 Va. App. 541, (1990)
4. Identify the two conditions that together trigger the necessity for Miranda warnings:
  - a. in custody **AND**
  - b. police interrogation.
5. Identify use of consent forms and waiver forms
6. Explain the difference between an exculpatory and inculpatory statement and the necessity for documenting both.
7. Identify the conditions by which a confession will be judged to be admissible.
8. Identify the constitutional basis for the Miranda warning and read the warning
  - a. Identify the point at which the suspect should be advised of constitutional rights.
  - b. Read the complete Miranda warning.

## Performance Outcome 2.12

Conduct searches and seizures under the following conditions:

- with and without a warrant
- incident to hot pursuit
- with or without consent
- incident to arrest
- confer with the local Commonwealth's Attorney under unusual search and seizure circumstances

## Training Objectives Related to 2.12

Given a written or practical exercise:

- A. Identify those search and seizure situations in which the 4th Amendment mandates a warrant.
- B. Identify search and seizure situations in which a warrantless search may be legally conducted.
- C. Identify situations that warrant conferring with the local Commonwealth's Attorney for guidance.
- D. Complete an affidavit for a search warrant.
- E. Identify proper authority for obtaining the warrant.
- F. Identify return requirements.

**Criteria:** The trainee shall be tested on the following:

- 2.12.1. Identify the reason that searches generally require a warrant.
- 2.12.2. Identify the reason that search warrants must be obtained for crime scenes except in emergency circumstances.
- 2.12.3. Identify the proper authorities from which a search warrant may be obtained
  - a. Judge
  - b. Magistrate
  - c. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched
- 2.12.4. Complete a sample affidavit
  - a. Description of place, thing, or person to be searched
  - b. Description of things or persons to be searched for
  - c. The crime causing the search
  - d. Thing(s) being searched for is/are evidence of the crime
  - e. Any other material facts that show probable cause to issue search warrant

**Category 2,  
Legal Issues**

**Jail, Court Security, Civil Process**

- 2.12.5. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.
- 2.12.6. Identify Code of Virginia requirements for return of search warrant
  - a. Date of execution of warrant, signature, and time noted on warrant
  - b. Under oath, inventory all property seized
  - c. File in circuit court clerk's office within three days the search warrant, inventory, and affidavit
- 2.12.7. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia
  - a. Define the hot pursuit exception to warrant requirements.
  - b. Identify the circumstances that justify hot pursuit.
  - c. Define the scope of a search incident to hot pursuit.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Unless an exception is identified, searches require a warrant if a reasonable expectation of privacy exists.
2. Search warrants must be obtained for crime scenes except in emergency circumstances on public property, or consent is given. Jail staff do not need a search warrant for the search of an inmate's person, property, or cell for security, safety or management reasons. A search related to a criminal investigation needs a search warrant with probable cause to believe the property is fruits of a crime or evidence of a crime.
3. Identify items that may be subject to asset forfeiture laws.
  - a. Situations where assets may be seized
    - (1). Anything used in substantial connection with money, sale, or distribution of illegal drugs
    - (2). Anything traded or exchanged for illegal drugs
4. Identify the proper authorities from which a search warrant may be obtained according to §19.2 - 52:
  - a. Judge
  - b. Magistrate
  - c. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched
5. Complete a sample affidavit according to §19.2-54 covering:
  - a. Description of place, thing, or person to be searched
  - b. Description of things or persons to be searched for
  - c. The crime causing the search
  - d. Thing(s) being searched for is/are evidence of the crime
  - e. Any other material facts that show probable cause to issue search warrant
6. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.
7. Return search warrant conforming to Code of Virginia §19.2-57 requirements:
  - a. Date of execution of warrant, signature, and time noted on warrant
  - b. Under oath, inventory all property seized
  - c. File in circuit court clerk's office within three days the search warrant, inventory, and affidavit
8. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia §19.2-59.
  - a. Define the hot pursuit exception to warrant requirements.
  - b. Identify the circumstances that justify hot pursuit.
  - c. Define the scope of a search incident to hot pursuit.

### **Performance Outcome 2.13.**

Frisk or search a subject.

### **Training Objectives Relating to 2.13.**

Given a written exercise,

1. Identify the parameters under which a pat down of a subject may be conducted.
2. Identify the parameters under which a search of a subject may be conducted.

**Criteria:** The trainee shall be tested on the following:

- 2.13.1. The elements of a detention and arrest.
- 2.13.2. The scope of the search of a person and the circumstances when the search may be extended beyond the subject.
- 2.13.3. The relevant legal principles.
  - a. Terry v. Ohio (person not in custody)
  - b. Bell v. Wolfish (person in custody)

**Lesson Plan Guide:** The lesson plan shall include the following:

1. The elements of a detention and arrest.
2. The scope of the search of a person and the circumstances when the search may be extended beyond the subject.
3. The relevant legal principles.
  - a. Terry v. Ohio (person not in custody)
  - b. Bell v. Wolfish (person in custody)

### **Performance Outcome 2.14.**

Identify, establish custody of, and record a chain of custody for evidence, seized or detained property, or recovered property.

### **Training Objectives Related to 2.14.**

- A. Given a written exercise, identify legal requirements to identify, establish custody of, and document a chain of custody for evidence, seized or detained property, or recovered property.

**Criteria:** The trainee shall be tested on the following:

- 2.14.1. Define evidence.
- 2.14.2. Define the types of evidence.
- 2.14.3. Define the chain of custody.
- 2.14.4. Identify the minimum tests that an item of evidence must successfully pass before admission to any criminal court.
- 2.14.5. Identify methods used for initially considering that an item may be evidence.
- 2.14.6. Identify procedure to establish and track chain of custody of evidence.
  - 2.14.6.1. Establish custody by marking with proper tags and securing or protecting.
  - 2.14.6.2. Document all persons handling the evidence or property.
  - 2.14.6.3. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release.
- 2.14.7. Identify reason to document return of property when lawfully released for later recovery.



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define evidence.
2. Define the types of evidence.
  - a. Documentary (written items)
  - b. Trace
  - c. Real
  - d. Circumstantial
  - e. Physical
  - f. Confessions
  - g. Photographic
3. Define the chain of custody.
4. Identify the minimum tests that an item of evidence must successful pass before admission to any criminal court (Rules of Evidence)
  - a. Legal relevance
  - b. Logical relevance
5. Methods used to initially identify evidence
  - a. Personal observation
  - b. Discovery through a valid search warrant
6. Identify methods used for initially considering that an item may be evidence
7. Identify procedure to establish and track chain of custody of evidence
  - a. Establish custody by marking with proper tags and securing or protecting
  - b. Document all persons handling the evidence or property
  - c. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release
8. Identify reason to document return of property when lawfully released for later recovery

### **Performance Outcome 2.15.**

Identify legal basis for use of force by an officer.

### **Training Objective Related to 2. 15.**

- A. Given a written exercise, identify elements of case law and statutory law pertaining to use of force by officers in the performance of duty.

**Criteria:** The trainee shall be tested on the following:

- 2.15.1. Preservation of life
  - a. Case law
- 2.15.2. Preservation of property
- 2.15.3. Enforcing regulations
- 2.15.4. Preventing escapes
- 2.15.5. Enforcing valid orders

**Lesson Plan Guide:** The lesson plan shall include the following:

Case law pertaining to use of force by deputies or jail officers in the performance of duty.

1. Preservation of life
  - a. Case law
    - (1). Graham v. Connor (applies rules of Constitutional amendment most closely associated with the status of the subject of force)
    - (2). Tennessee v. Garner (applies the objective reasonableness test)
    - (3). Hudson v. McMillan (use of force against a convicted prisoner)
    - (4). US v. Cobb (pre-trial detainee use of force)
2. Preservation of property
3. Enforcing regulations
4. Preventing escapes
5. Enforcing valid orders

### **Performance Outcome 2.16.**

Identify the circumstances under which a person is fingerprinted.

### **Training Objectives Relating to 2.16.**

Given a written exercise:

- A. Identify the circumstances under which a subject shall be fingerprinted.
- B. Identify requirements related to fingerprinting juveniles.

**Criteria:** The trainee shall be tested on the following:

- 2.16.1. The circumstances under which a suspect should be fingerprinted
  - 2.16.1.1. Charged with a felony
  - 2.16.1.2. Charged with a class I or class II misdemeanor
  - 2.16.1.3. Convicted of the above
- 2.16.2. The statutory requirements related to fingerprinting juveniles
  - 2.16.2.1. Age
  - 2.16.2.2. Type of crime
  - 2.16.2.3. Suspect in certain types of crimes
  - 2.16.2.4. Maintain juvenile fingerprint records separately from adult records
  - 2.16.2.5. Destruction of juvenile fingerprint records

**Lesson Plan Guide:** The lesson plan shall include the following:

1. The circumstances under which a suspect shall be fingerprinted (§19.2 - 390)
  - a. Charged with a felony
  - b. Charged with a class I or class II misdemeanor
  - c. Convicted of a class I or class II misdemeanor (§19.2- 390.2; §19.2-74)
2. The requirements related to fingerprinting juveniles §16.1-299
  - a. Age
  - b. Type of crime
  - c. Suspect in certain types of crimes
  - d. Maintain juvenile fingerprint records separately from adult records
  - e. Destruction of juvenile fingerprint records

### **Performance Outcome 3. 1.**

Communicate with law enforcement and detention facility personnel to exchange information in order to obtain or provide assistance in an investigation.

### **Training Objective Related to 3.1.**

A. Given a written or practical exercise, identify the types of information and sources for obtaining information useful to any agency conducting an investigation.

**Criteria:** The trainee shall be tested on the following:

3.1.1. Identify types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.

- 3.1.1.1. Descriptive information about a suspect
- 3.1.1.2. Information about other crimes suspect may have committed
- 3.1.1.3. Knowledge of possible whereabouts of a suspect
- 3.1.1.4. Family, friends, associates, co-workers of a suspect
- 3.1.1.5. Behavior patterns of suspect
- 3.1.1.6. Occupation
- 3.1.1.7. Modus operandi (how a person operates in committing a crime)
- 3.1.1.8. Peculiarities of suspect
- 3.1.1.9. Others as may be identified

3.1.2. Identify internal and external sources that may be used to obtain information relevant to an investigation.

3.1.2.1. Internal

- a. National Crime Information Network (NCIC)
- b. Virginia Crime Information Network (VCIN)
- c. Probation and Parole
- d. Automatic Fingerprint Identification System (AFIS)
- e. Local Inmate Data System
- f. National Law Enforcement Telecommunications System

3.1.2.2. External

- a. Public Records
- b. U.S. Postal Service
- c. Other Public Safety Agencies (local, state, federal)
- d. Crime Analysis Information Exchanges
- e. Social Security Administration

**Category 3,  
Communication**

**Jail, Court Security, Civil Process**

3.1.3. Identify steps to communicate internal and external information, i.e. to pass on information to proper authorities.

3.1.3.1. Document the information

3.1.3.2. Notify immediate supervisor

3.1.3.3. Follow department policy and procedure related to communication of such information including providing copies of reports and information to authorized parties.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.
  - a. Descriptive information about a suspect
  - b. Information about other crimes a suspect may have committed
  - c. Knowledge of possible whereabouts of a suspect
  - d. Family, friends, associates, co-workers of a suspect
  - e. Behavior patterns of suspect
  - f. Occupation
  - g. Modus operandi (how a person operates in committing a crime)
  - h. Peculiarities of suspect
  - i. Others as may be identified
2. Internal and external sources that may be used to obtain information relevant to an investigation.
  - a. Internal
    1. National Crime Information Network (NCIC)
    2. Virginia Crime Information Network (VCIN)
    3. Probation and Parole
    4. Automatic Fingerprint Identification System (AFIS)
  - b. External
    1. Public Records
    2. U.S. Postal Service
    3. Other Public Safety Agencies (local, state, federal)
    4. Crime Analysis Information Exchanges
    5. Social Security Administration
3. Identify steps to communicate internal and external information, i.e. to pass on information to proper authorities.
  - a. Document the information
  - b. Notify immediate supervisor
  - c. Follow department policy and procedure related to communication of such information including providing copies of reports and information to authorized parties.



### **Performance Outcome 3.2.**

Interview a complainant, witness, victim, or inmate.

### **Training Objective Related to 3.2.**

- A. Given a written exercise, identify factors to consider in conducting an inmate interview.
- B. Given a practical exercise:
  - 1. Interview a complainant, a witness, or a victim.
  - 2. Interview an inmate combining legal requirements and interview techniques.

**Criteria:** The trainee shall be tested on the following:

**For a complainant, a witness, or a victim:**

- 3.2.1. Professional demeanor
- 3.2.2. Use of open-ended questions
- 3.2.3. Recording of information necessary to complete a report

**For an inmate:**

- 3.2.4. Three considerations of conducting an interview
- 3.2.5. Three interview styles
- 3.2.6. A strategy and questions to ask prior to the questioning

**Lesson Plan Guide:** The lesson plan shall include the following:

**For a complainant, a witness, or a victim:**

1. Professional demeanor
2. Use of open-ended questions
3. Information necessary to complete a report
4. Complainants and witnesses should be interviewed separately and early in the incident.
5. Statements are made under conditions that provide for no duress, threats, or promises
6. The focus is on details that bring out the facts of the incident and build on these
7. Complainants and witnesses are informed that they may be re-interviewed later for information that they may not remember at the moment or about information subsequently developed
8. Complainants and witnesses are thanked for their information and/or assistance
9. Identify when/if interview shifts from an interview to an interrogation or becomes accusatory

**For an inmate:**

1. Identify three considerations of conducting an interview:
  - a. Timing
  - b. Location
  - c. Physical and emotional needs
  - d. Drug and alcohol effects
  - e. Preparation
  - f. Privacy
  - g. Physical barriers
  - h. Juvenile/adult
2. Identify three interview styles
  - a. Factual
  - b. Sympathetic
  - c. Hostile
  - d. Apathetic
  - e. Face-saving
  - f. Complimentary
3. Identify a strategy and questions to ask prior to the questioning to determine as much as possible who, what, where, when, why, and how
4. Given a practical exercise combining legal requirements and interview techniques, conduct a suspect interview.
  - a. Introduction and purpose of the interview
  - b. Question for desired information
  - c. Adhere to legal requirements
  - d. Conclude

### **Performance Outcome 3. 3.**

Summarize in writing the statements of inmates, witnesses and complainants

### **Training Objective Related to 3.3.**

A. Given a practical exercise, complete an accurate written report based on an interview.

**Criteria:** The trainee shall be tested on the following:

- 3.3.1. Facts related to the incident
- 3.3.2. Events preceding the incident
- 3.3.3. Write a report based upon the information gained during the interview.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Facts related to the incident
2. Events preceding the incident
3. Identification of good listening techniques that encourage the person to talk
4. Clarification of words or slang
5. Use of open-ended questions
6. Use of simple and focused language
7. Use of “listening” body language
  - a. Casual observation
  - b. Feedback language
  - c. Gaining complete information about interviewee
8. Write a report based upon the information gained during the interview
  - a. Summarize the statements of witnesses and complainants to answer who, what, where, when, why, and how of an incident.
  - b. Be clear, complete, and concise.
  - c. Be accurate, reliable, and objective.
  - d. Use proper grammar and spelling (proofread to remove errors).
  - e. Cover as completely as possible what the witness/complainant sees or knows.
9. Reports must be written independently in the trainee’s own words unless it is a direct quote. Trainees may not copy each other’s reports.

### **Performance Outcome 3.4.**

Answer inquiries from prisoners or about prisoners according to agency policy (including talking with family, other people authorized by adult prisoners, or other agencies).

### **Training Objective Related to 3.4.**

- A. Given a written or practical exercise, identify the information that an officer may provide to prisoners.
- B. Given a written or practical exercise, identify the information that an officer may provide about prisoners.

**Criteria:** The trainee shall be tested on the following:

- 3.4.1. Type of charge
- 3.4.2. Location and bonding information
- 3.4.3. Court procedures
  - 3.4.3.1. Date and time of court appearances
  - 3.4.3.2. Bonding options
- 3.4.4. Location of magistrate
- 3.4.5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations
- 3.4.6. Information about facility policies in jail such as phone calls, etc.
- 3.4.7. Authorized items that inmate may receive
- 3.4.8. Visiting rules

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Type of charge
2. Location and bonding information
3. Court procedures
  - a. Date and time of court appearances
  - b. Bonding options
4. Location of magistrate
5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations
6. Information about facility policies in jail such as phone calls, etc.
7. Authorized items that inmate may receive
8. Visiting rules

***Instructor Note: Advise trainees that they will need to identify department policy regarding information that may be given to the family of adult defendants as part of their department training.***

### **Performance Outcome 3.5.**

Calm emotionally upset individuals, and communicate an emergency message.

### **Training Objective Related to 3.5.**

- A. Given a practical exercise, use techniques of positive verbal skills and body language to talk with people who are emotionally upset in a manner to calm them, or to communicate an emergency message.

**Criteria:** The trainee shall be tested on the following:

- 3.5.1. Voice
  - 3.5.1.1. Volume
  - 3.5.1.2. Tone
  - 3.5.1.3. Control
- 3.5.2. Body stances
- 3.5.3. Empathetic manner (emergency messages may involve notification of injury or death of a family member, or notifying a family of the serious injury or death of an inmate per agency policy)
- 3.5.4. Suggest resources for the inmate (chaplain, counseling services, mental health, etc.)
- 3.5.5. Notify supervisor and follow-up if necessary.
- 3.5.6. Document all proceedings, if necessary, and/or as agency policy and procedure require.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Facial expressions
2. Body stances
3. Eye contact
4. Voice
  - a. volume
  - b. tone
  - c. control
5. Language use
6. Empathetic manner (emergency messages may involve notification of injury or death of a family member; notification of injury or death of an inmate to a family member). Convey the content of the message in an appropriate manner even if the inmate does not respond appropriately.
7. Suggest resources for the inmate (chaplain, counseling services, mental health, etc.)
8. Notify supervisor and follow-up if necessary.
9. Document all proceedings, if necessary, and/or as agency policy and procedure require.

**Instructor Note: Advise trainees that they will need to identify agency policy related to delivery of emergency messages.**



### **Performance Outcome 3.6.**

Use crisis communication techniques as appropriate (hostile/confrontational persons).  
Maintain calm and prevent a situation from becoming worse.

### **Training Objectives Related to 3.6.**

- A. Given a written exercise, define negotiation, mediation, and arbitration and identify the steps of each conflict management technique.
- B. Given a practical exercise, demonstrate conflict resolution skills to negotiate, mediate, or arbitrate a conflict or crisis situation.

**Criteria:** The trainee shall be tested on the following:

- 3.6.1. Evaluation of the conflict or crisis scene
- 3.6.2. Maintaining officer safety precautions
- 3.6.3. Use of calming language
  - 3.6.3.1. Giving appropriate attention to hostile/confrontational person
  - 3.6.3.2. Transitioning to conflict resolution methods
- 3.6.4. Definition of negotiation, mediation, and arbitration.
- 3.6.5. Identifying the steps involved in each type of the above conflict management techniques.
- 3.6.6. Negotiating, mediating, or arbitrating the conflict or crisis situation

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Evaluation of the conflict or crisis scene
2. Maintaining safety precautions
3. Use of calming language
  - A. Giving appropriate attention to hostile/confrontational person
  - B. Transitioning to conflict resolution methods
4. Definition of mediation, negotiation, and arbitration.
  - A. Mediation is the process of using a neutral third party to serve as an intermediary or conciliator between persons or sides in order to bring about an agreement or resolve a dispute. The aim is to help disputants arrive at their own solution.
  - B. Negotiation is the process of conferring, discussing, or bargaining to reach an agreement.
  - C. Arbitration is the process of using a third party or parties to hear both sides of a dispute and make a decision regarding settlement of the dispute.
5. The steps involved in each type of the above conflict management techniques.
  - A. Mediation
    1. Each person states his/her position briefly to the neutral third party (deputy/jail officer). They do not speak to each other directly until the mediator directs them to do so.
    2. The deputy/jail officer elicits suggestions from the disputants as to how the problem may be solved. "There must be some way to solve this problem. Make a reasonable suggestion."
    3. The deputy/jail officer checks each proposed solution with the other disputant until there is acceptance or compromise.
    4. The deputy/jail officer should avoid criticizing offered solutions, even if he/she doesn't agree.
    5. The deputy/jail officer summarizes the agreement that is reached.
    6. The deputy/jail officer encourages the disputants to act on the solution and leave. In a jail setting, observe the parties periodically to see that they are keeping to the agreement.
    7. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.
  - B. Negotiation – defined as parties involved in exchanging information to gain a benefit or resolve a dispute, crisis, etc. Should be used when mediation fails.
    1. Each person states his/her position briefly.
    2. Negotiator (deputy/jail officer) offers possible compromises to the disputants in a neutral, non-defensive way.
    3. When compromise is reached, the deputy/jail officer summarizes the agreement for the parties involved and leaves.

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In a jail setting, the deputy/jail officer observes the parties periodically to see that they are keeping to the agreement.

4. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.
- C. Arbitration – defined as a third party who determines the solution to a dispute and imposes that solution on all parties involved.
  1. This is a last resort technique.
  2. Here the jail officer imposes a solution on the disputants based on knowledge of the subject matter and policies of the jail related to the type of dispute they are having.
    - a) The deputy/jail officer identifies the solution that will resolve the dispute at hand.
    - b) The jail/officer presents the options and consequences for not agreeing to resolve the dispute as directed.
    - c) The deputy jail/officer communicates his/her responsibility as a jail officer if the disputants do not follow directions.
    - d) The deputy/jail officer relates any applicable laws and/or policies and consequences of continued acts that break either of these.
    - e) The deputy/jail officer explains clearly that the parties must comply with the law or policies or suffer the consequences.
- D. Referral - this can be combined with any of the other techniques. The deputy/jail officer identifies services that may be able to help the disputants (counseling, chaplain, etc.).
6. Negotiating, mediating, or arbitrating the conflict or crisis situation
  - A. Identify that no physical violence has taken place. If physical violence has taken place, follow policy and procedures for the type of crime committed.
  - B. Maintain all safety precautions. Back up arriving on scene must not disrupt efforts of first deputy or jail officer, but should take direction and support the first deputy jail officer. Primary goal is to keep the peace and not let parties become physically violent.
  - C. Diffuse the situation by separating the parties and explaining that you need to know the facts relating to the dispute. Each person will have a chance to speak, but you will set the rules for talking. (This is part of mediation.) They will be stating their positions but doing it through you. You will follow the steps outlined for mediation.
  - D. If you perceive the parties are too agitated, take each to a different area (the first deputy/jail officer and a backup officer need to work together to do this). This will be a negotiation.
  - E. Each officer must listen carefully to the explanation by each party separately to identify what their common interest is. Ask them to identify some alternatives to which both might agree. Officers should confer before reuniting the parties.

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- F. Bring the parties back together to discuss alternatives that may resolve the dispute. They must come to an agreement on the alternative for resolving their dispute. You will summarize this and tell them they will be observed for complying with this choice.
- G. Recognize when mediation or negotiation conflict management techniques will not produce the desired result. Serve as an arbitrator in this case and make the decision for the parties following agency policy for uncooperative inmates.
- H. If conflict management techniques are producing the desired result, advise the parties they can return to their normal routine.

**Performance Outcome 3.7.**

Stop or intervene with persons attempting to commit suicide.

**Training Objective Related to 3.7.**

- A. Given a written, audio-visual, or practical exercise, identify factors to consider when communicating with persons who threaten to commit suicide.

**Criteria:** The trainee shall be tested on the following:

- 3.7.1. Notify supervisor and request appropriate resources
- 3.7.2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards
  - a. Try to calm down the person
  - b. Try to identify problems
  - c. Try to delay person as much as possible
  - d. Suggest resources for the person to help solve the problems
- 3.7.3. Document all proceedings

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Notify supervisor and request appropriate resources
2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards
  - a. Try to calm down the person
  - b. Try to identify problems
  - c. Try to intervene with person as much as possible
  - d. Suggest resources for the person to help solve the problems
3. Document all proceedings
4. Discuss suicide prevention including the following:
  - a. Types of inmates that may be suicide risks in jails.
  - b. Pre-disposing factors that may have occurred with the inmate that may contribute to suicide.
  - c. Factors of the jail environment that may have an impact on suicidal behavior.
  - d. Signs and symptoms that a potentially suicidal inmate may exhibit.
  - e. Common methods that inmates use in jail suicide attempts.
  - f. The benefits of intake screening and classification in preventing suicides and/or identifying potential suicidal inmates.
5. Using a case scenario, identify policy and procedures helpful in preventing suicide.

**Instructor Note: Ask if trainees have been instructed on biohazards and if not, define biohazards and what might be present at a suicide attempt.**

**Performance Outcome 3.8.**

Write reports.

**Training Objective Related to 3.8.**

A. Given a practical exercise depicting a jail incident, write a report.

**Criteria:** The trainee shall be tested on the following:

- 3.8.1. Type of offense (What)
- 3.8.2. Subject(s) information and description (Who)
- 3.8.3. Victim(s) information and description (Who)
- 3.8.4. Date/time of incident/ location (When and where)
- 3.8.5. Circumstances surrounding the incident (What and How)
- 3.8.6. Complainant/reporting party information (What and Why)
- 3.8.7. Witness(es) information (What and Why)
- 3.8.8. Action taken.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Types of reports used in a jail.
  - a. Logs
  - b. Forms
  - c. Incident reports
  - d. Memoranda
  - e. Letters
2. Complete a log and a form; write an incident report; write a memo and a letter to include the following:
  - a. Basic data
    - (1). name(s)
    - (2). inmate number
    - (3). cell number
    - (4). date/time of day
  - b. Proper use of grammar
  - c. Accurate statements of facts to include quotes.
  - d. Complete and detailed representation of facts
  - e. Impartial, clear, and concise language
3. Review the report to verify that answers to the questions who, what, where, when, why and how are included in the report.

**Instructor Note: Emphasize to class that all written reports may be subpoenaed to court. It is critical to document in writing all factors related to an incident and present these in a professional manner that anyone may read and understand.**



### **Performance Outcome 3.9.**

Prepare written reports to record injuries to inmates, an officer, and an employee or a civilian.

### **Training Objective 3.9.**

- A. Given a written or practical exercise, prepare a written report to document injuries to an inmate, an officer, and an employee or a civilian.

**Criteria:** The trainee shall be tested on the following:

- 3.9.1. Documenting need for medical treatment in general.
- 3.9.2. Documenting need for psychiatric treatment.
- 3.9.3. Documenting need for treatment after chemical or pepper spray.
- 3.9.4. Documenting need for treatment after use of force.
- 3.9.5. Documenting need for treatment after inmate confrontation or fight.
- 3.9.6. Complete a written report documenting injuries for general medical treatment of an inmate, an officer, and an employee or a civilian.
- 3.9.7. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Need for medical treatment in general, after use of force, or after an inmate confrontation or fight.
  - a. Observe, identify, and document any injuries
    - (1). top down review
    - (2). front and back review
    - (3). photograph if possible
    - (4). transport to hospital if necessary or medical unit as appropriate
    - (5). identify source of injury (weapons, etc.)
    - (6). extent/seriousness of injury
    - (7). location on body
    - (8). identify all parties involved
    - (9). if and how the inmate was treated
    - (10). inquire about non-visible injuries (eyes, ears, elsewhere)
    - (11). o.c. spray use – note specifically where on the body the inmate was sprayed
  - b. Document circumstances surrounding the injuries and indicate if a justifiable use of force was necessary.
2. Need for psychiatric treatment
  - a. Observe for abnormal behaviors that may suggest mental health concerns
  - b. Document the behaviors and communicate this information to other appropriate individuals who will interact with inmate.
3. Need for treatment after chemical or pepper spray
  - a. Observe for reactions to chemical or pepper spray.
  - b. Treat for chemical or pepper spray reactions according to manufacturer's instructions.
  - c. Document circumstances surrounding the use of a spray and reasons this level of force was necessary.
4. Complete a written report documenting injuries for general medical treatment for an inmate, an officer, and an employee or a civilian.
5. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

**Instructor Note: A separate form (Employer's First Report of Accident) MUST be completed related to injuries that occur to officers, employees, or civilians promptly after the accident occurs. Delayed reporting of an injury may result in failure to qualify for worker's compensation.**

### **Performance Outcome 3. 10.**

Prepare for court testimony and testify in court; in a legal and an administrative proceeding; before grand juries; in criminal trials; in evidence suppression hearings; in implied consent hearings; at probable cause hearings.

### **Training Objective Related to 3. 10.**

- A. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.
- B. Given a practical exercise, prepare for and demonstrate courtroom testimony

**Criteria:** The trainee shall be tested on the following:

3.10.1. Preparation for court testimony in general:

- 3.10.1.1. Review notes and reports
- 3.10.1.2. Consult Commonwealth or City Attorney if necessary
- 3.10.1.3. Review physical evidence and lab results
- 3.10.1.4. Ensure professional appearance
- 3.10.1.5. Formulate and articulate the facts of an inmate assault court case

3.10.2. Preparation for testimony at a probable cause hearing:

- 3.10.2.1. Officer appears before a judge, magistrate or clerk of the court
- 3.10.2.2. Officer identifies suspect
- 3.10.2.3. Officer describes facts and circumstances that lead one to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit
- 3.10.2.4. Officer swears or affirms to the accuracy of the statement before the judge, magistrate, or clerk of the court

**Lesson Plan Guide:** The lesson plan shall include the following:

Related to general court testimony:

1. Knowledge of law relating to testimony, probable cause, arrest, and implied consent
2. Knowledge of facts of the case (confer with prosecutor as needed)
3. Review written notes and reports
  - a. Officer may not read notes into court testimony, but only refer to them
  - b. Time between an incident/offense and court reduces the accuracy of memory
  - c. Accurate presentation of evidence in court is critical for convictions
4. Review physical evidence and lab results
5. Prepare mentally (present facts not make judgments)
6. Prepare to use calm and professional demeanor
7. Prepare to use good English skills
8. Be aware of body language
9. Use clear and calm voice tone in speech
10. Be truthful, accurate, and objective in testimony

Related to probable cause hearings:

1. Knowledge of law relating to probable cause
  - a. Definition
  - b. Who can issue a warrant
    - (1). magistrate
    - (2). judge
    - (3). clerk of the court
  - c. Elements of probable cause
    - (1). physical evidence
    - (2). witness testimony
    - (3). close proximity
    - (4). possession of a stolen item
    - (5). time between event and apprehension or recovery of property
    - (6). admission/confession/incriminating statements
2. Knowledge of Virginia Code §19.2-72
3. Knowledge of facts of the case
  - a. Date and time of the incident
  - b. Articulate facts supporting probable cause that an offense was committed
4. Written notes (reference only)
5. Prepare mentally (testify to the probable cause, do not demand a warrant)
6. Prepare to use calm and professional demeanor
7. Prepare to use good English skills
8. Be aware of body language
9. Use clear and calm voice tone in speech
10. Be truthful, accurate, and objective in testimony
11. Provide accurate and complete affidavit to conclude testimony

**Performance Outcome 3.11.**

Verbally communicate with people with different levels of understanding.

**Training Objective Related to 3.11.**

- A. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding

**Criteria:** The trainee shall be tested on the following:

- 3.11.1. Identify audiences that may need the officer to adjust manner of communication
- 3.11.2. Identify adjustments that may be needed when communicating with various audiences.
  - 3.11.2.1. Persons under the influence of alcohol or drugs
  - 3.11.2.2. Culturally diverse people
  - 3.11.2.3. Persons with mental disabilities
  - 3.11.2.4. Person's suffering from dementia including Alzheimer's Disease

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify reasons to consistently use professional language and plain speaking
2. Identify audiences that may need the officer to adjust manner of communication
  - a. Juveniles of various ages
    - 1). Ways to respond to questions with age appropriate answers
      - (a). Be honest but use language the juvenile is most likely to comprehend
      - (b). Emphasize the positive in whatever the juvenile is discussing, if possible
  - b. Generational differences (person in a generation different from the deputy/jail officer)
  - c. Culturally diverse people
    - 1). Determine language person speaks, if not English (if possible); obtain services of an interpreter, if possible.
    - 2). Choose a quiet environment or setting to speak, if possible
    - 3). Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood; do **NOT** use derogatory terms or language.
    - 4). Choose a rate of speech helpful to the recipient
    - 5). Use body language or gestures that enhance verbal communication
    - 6). Pronounce words clearly and accurately
    - 7). Encourage recipient to ask questions for clarification
  - d. Educated people
  - e. Uneducated people
  - f. Mentally disabled people
  - g. Emotionally upset people
  - h. Physically disabled or elderly person with mobility problem
    - (1). Ask if you may be of assistance
    - (2). Ask the person the best way to assist them (if appropriate)
    - (3). Be aware of hearing impairments
  - i. Homeless people
3. Identify adjustments that may be needed when communicating with various audiences.
  - a. voice tone
  - b. language use/simplification
  - c. body stances/gestures
  - d. cultural awareness
    - 1). identify the variety of cultures living in jurisdiction
    - 2). identify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of an inmate

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- (3). identify resources to assist with language translation for the variety of cultures in the jurisdiction
  - e. facial expressions
  - f. eye contact
  - g. local customs
- 4. Identify conversation that helps to promote the positive services of jails.
- 5. Specific audiences that may require a deputy/jail officer to adjust manner of communication.
  - a. Persons with mental retardation
  - b. Persons with mental illness
  - c. Persons suffering from dementia including Alzheimer's Disease (AD).
    - 1). Identify physical, mental, behavioral symptoms and consequences of AD
    - 2). Identify situations where a person with AD may be encountered.
    - 3). Identify specific intervention techniques for managing the person with AD.
    - 4). Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.
- 6. Cultural awareness knowledge that may assist in adjusting communication with audiences.
  - a. Define culture and cultural groupings.
  - b. Define ethnicity and ethnic groups.
  - c. Identify the variety of cultures living in jurisdiction.
  - d. Identify the variety of cultures whose members may visit or travel through the jurisdiction.
  - e. Define ethnocentrism.
  - f. Define stereotype.
  - g. Identify the particular considerations of the cultures with which it will help a deputy/jail officer to be familiar in order to conduct an interview of an inmate.
  - h. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

**Performance Outcome 3.12.**

Manage stress professionally.

**Training Objective Related to 3.12.**

- A. Given a written or practical exercise, identify or demonstrate the necessary skills and techniques to respond to stressful situations professionally.

**Criteria:** The trainee shall be tested on the following:

- 3.12.1. Define crisis, victim, and stress.
- 3.12.2. Identify three stages of stress reactions.
- 3.12.3. Identify common characteristics of stress.
- 3.12.4. Identify methods of handling stress.



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define crisis, victim, and stress.
  - a. Crisis – a crisis is a decisive or crucial time, stage or event that represents a turning point in the course of anything.
  - b. Victim – a person who is harmed by or suffers a loss through some act, condition, or circumstance.
  - c. Stress is the body’s non-specific response to any demand placed on it. (Hans Seyle, M.D.)

Individuals should learn as much as possible about their individual reactions to stress as this will provide the basis for enhancing their ability to manage their stress. What are some non-specific responses that your body gives in reaction to demands you place on it?
2. Coping with crisis (stress reactions)
  - a. Five general coping behaviors
    1. Cognitive strategies (thinking ahead, or pre-planning how you would act if faced with a certain situation)
    2. Verbal strategies (talking your way out of a situation)
    3. Physical strategies (fight or flight)
    4. Psychological defense (fight or flight)
    5. Physiological reaction (numerous possibilities – crying, red face, clenched teeth or fists, etc.)
  - b. Six observable coping strategies exhibited by victims
    1. High anxiety (emotional state at crisis impact)
    2. Denial (can’t believe it’s happening)
    3. Anger (upset because they did not deserve this)
    4. Remorse (feeling of guilt. . .could have possibly prevented it “if only I had not. . .”)
    5. Grief (abject sadness, helplessness, and hopelessness felt by victim)
    6. Reconciliation – After working through grief the desire to “put it behind” and go on with life.
3. Identify three stages of stress reactions.
  - a. The alarm stage. This occurs when the body reacts to the stressor with a physical reaction. These include the following:

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- 1). Increased breathing rate
  - 2). Increased heart rate
  - 3). Increased metabolism rate
  - 4). Increased oxygen in the blood
  - 5). Increased sugar in the blood
  - 6). Increased serum lipids
  - 7). Increased serum cholesterol
  - 8). Increased blood flow to the muscles
  - 9). Increased clotting mechanism of the blood
  - 10). Decreased digestion
  - 11). Decreased inflammatory response
  - 12). Decreased immune response
- b. The resistance stage. This occurs after the stressor is gone and the body works to repair the damage caused by stress.
- c. The exhaustion stage. This occurs when stressors are prolonged and the body remains in an alarm stage condition with no time to repair itself exhaustion sets in.
4. Identify common characteristics of stress.
- a. Mental or physical tension
  - b. Sense of pressure or urgency
5. Identify methods of handling stress.
- a. Physical activity helps to manage stress. Keeping your body in good shape as a general rule gives you confidence in your physical skills and assists with mental alertness. Simple exercises to relieve muscles that may tense up from working long periods in certain positions are also helpful. Shoulder rolls, head rolls, standing, stretching, arm circles, etc., can be done periodically throughout the day to help provide some physical relief. This, in turn, helps to manage stress.
  - b. Communicate with co-workers or loved ones about the stress of a work day. Just be sure not to break confidentiality of information when doing so. Giving and receiving support through sharing stressful feelings helps in managing stress.
  - c. Recognize limits. If a situation at work is beyond your control and cannot be changed, learn to accept this.
  - d. Take care of yourself. Eat and sleep properly. Good nutrition and proper rest are important factors for everyone in managing stress. Lack

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of proper nutrition affects mental capability. Lack of proper rest may quickly make a person less tolerant of situations that otherwise would be manageable.

- e. Have fun. Time for things you enjoy doing is important for relaxation and helping to keep a balanced outlook. Without this, you may react much more negatively to calls for service than is appropriate.
  - f. Breathe. Taking slow, deep breaths periodically can both help you relax and help keep you calm in a crisis situation. Use this breathing technique to aid your mental focus.
  - g. Cry. When a situation has deeply affected you, tears provide a good release for anxiety. When you have shed these, you will be better able to cope.
  - h. Use mental imagery. You can create a special, quiet place in your mind that will help you manage stress. You can go there even when you are working and use that imagery to help you get through a difficult caller or situation.
  - i. Avoid self-medication. Avoid drugs in general, but if you are taking any prescription drugs, follow the directions and do not take extras. Drugs, even non-prescription ones, can be habit forming and create more stress than they relieve.
  - j. Be positive. Focus on the good things about the world, life, and people. Negative thinking may result in negative talking and negative feelings that simply are not healthy for you, your co-workers, and your workplace. When there are differences, work in a proactive manner to resolve these.
  - k. Use positive self-talk. Think good thoughts about yourself. Give yourself a pat on the back when you've done something good. Positive thinking is one of the best tools you can use that will ultimately help you manage stress productively.
6. Identify resources that may be available to staff to help manage stress.
- a. Doctors
  - b. Faith base services
  - c. Community Services Board
  - d. Support services

**Performance Outcome 4.1.**

Commit a prisoner to a jail.

**Training Objective Related to 4.1.**

- A. Given a written and practical exercise, identify the steps required to commit a prisoner into a jail.

**Criteria:** The trainee shall be tested on the following:

- 4.1.1. Conduct a full search of adult/juvenile prisoner for weapons and contraband and document chain of custody for evidence.
- 4.1.2. Summon medical staff for body cavity search, if needed.
- 4.1.3. Examine the physical condition of the prisoner to determine the need for medical attention
- 4.1.4. Process forms to determine a legal commitment to the jail.
  - 4.1.4.1. Commitment order from magistrate or court
  - 4.1.4.2. Parole Board warrant / PO Signature
  - 4.1.4.3. Governor Warrant from Virginia
  - 4.1.4.4. Federal Form 41
  - 4.1.4.5. Bond revocation/surety capias (bonding company/bondsman)
- 4.1.5. Verify the prisoner's identity through warrant, prior commitments and personal documents as applicable.
- 4.1.6. Review appropriate inmate records for prior arrests/convictions.
  - 4.1.6.1. Inmate Data Base at the Jail.
  - 4.1.6.2. Committal records from Court or Magistrate.
  - 4.1.6.3. VCIN/NCIC Printouts.
  - 4.1.6.4. Local Inmate Data System if available.
  - 4.1.6.5. Current or prior arrest warrants.
  - 4.1.6.6. Sentencing Orders from the court.
  - 4.1.6.7. Inmate account funds.
  - 4.1.6.8. Detainers from other jurisdictions.
- 4.1.7. Inventory and issue personal property receipt/securing property as required by local policy.
- 4.1.8. Identify high risk prisoners such as medical, mental, suicidal and violent/disruptive.

- 4.1.9. Maintain formal log of initial inmate calls in accordance with policy  
(Instructor note)
- 4.1.10. Provide general information to prisoner on bail bonding companies and procedures.
- 4.1.11. Issue and review jail rules to ensure prisoner's understanding.
- 4.1.12. Question prisoner regarding the existence of illnesses, injuries and medications and secure both prescription and non-prescription medicine brought by prisoner. Notify medical staff of medical information and medication brought in by prisoner.
- 4.1.13. Inform prisoners of legal rights in jail such as phone calls, medical care and co-pays, etc.
- 4.1.14. Detainers
  - 4.1.14.1. Definition
  - 4.1.14.2. Requirements
- 4.1.15. Serve and execute return of service on any court orders arriving after prisoner is incarcerated.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Conduct a full search of adult/juvenile prisoner for weapons and contraband and document chain of custody for evidence.
2. Summon medical staff for body cavity search, if needed.
3. Examine the physical condition of the prisoner to determine the need for medical attention.
4. Process forms to determine a legal commitment to the jail.
  - a. Commitment order from magistrate or court
  - b. Parole Board warrant / PO Signature
  - c. Governor Warrant from Virginia
  - d. Federal Form 41
  - e. Bond revocation/surety capias (Bonding company/bondsman)
5. Verify the prisoner's identity through warrant, prior commitments and personal documents as applicable.
6. Review appropriate inmate records for prior arrests/convictions.
7. Inventory and issue personal property receipt/securing property as required by local policy.
8. Identify high risk prisoners such as medical, mental, suicidal and violent/disruptive.
9. Maintain formal log of initial inmate calls in accordance with policy.
10. Provide general information to prisoner on bail bonding companies and procedures.
11. Issue and review jail rules to ensure prisoner's understanding.
12. Question prisoner regarding the existence of illnesses, injuries and medications and secure both prescription and non-prescription medicine brought by prisoner. Notify medical staff of medical information and medication brought in by prisoner.
13. Inform prisoners of legal rights in jail such as phone calls, medical care and co-pays, etc.
14. Detainers
  - a. Definition
  - b. Requirements
    - (1). In-state
    - (2). Out-of-state
    - (3). Federal
    - (4). Other
      - (a). Teletype
      - (b). Fax
      - (c). Electronic transmittal (printable document)
15. Serve and execute return of service on any court orders arriving after person is incarcerated.

**INSTRUCTOR NOTE: VCIN/NCIC Check to be conducted upon commitment or release depending on department policy.**

**Performance Outcome 4.2.**

Supervise an inmate within a jail according to classification criteria.

**Training Objective Related to 4.2.**

- A. Given a written and practical exercise, identify the steps required to properly supervise an inmate within the jail according to classification criteria.

**Criteria:** The trainee shall be tested on the following:

- 4.2.1. Supervision of inmate activities and programs
- 4.2.2. Reasons for VCIN/NCIC check on inmates as required by law and agency policies
- 4.2.3. Completion of an objective jail classification exercise.
- 4.2.4. Document concern for potential behavioral problem by inmate.
- 4.2.5. Requirements for service as a member of a disciplinary hearing/adjustment board
- 4.2.6. Orientation of inmates on facility rules and regulations and the penalties for non-compliance.
- 4.2.7. Information to provide inmates regarding court procedures and processes for pretrial arraignments.
- 4.2.8. Inform inmates of attorneys as required by policy.
- 4.2.9. Operational elements of canteen operation.
- 4.2.10. Procedures for receiving, securing and disbursing funds from inmate's personal account according to law.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Supervision of inmate activities and programs
2. Reasons for VCIN/NCIC check on inmates as required by law and agency policies
3. Completion of an objective jail classification exercise.
4. Documentation of concern for potential behavioral problems by inmate.
5. Requirements for service as a member of a disciplinary hearing/adjustment board
6. Orientation of inmates on facility rules and regulations and the penalties for non-compliance.
7. Information to provide inmates regarding court procedures and processes for pretrial arraignments.
8. Inform inmates of attorneys as required by policy.
9. Operational elements of canteen operation.
10. Procedures for receiving, securing and disbursing funds from inmate's personal account according to law.



**Performance Outcome 4.3.**

Identify the records, documents and reports used within a jail.

**Training Objective Related to 4.3.**

- A. Given a written and/or practical exercise, identify the records, documents and reports used within the jail.
- B. Given a written or practical exercise, identify or perform the steps involved in using the records, documents, and reports used in a jail.

**Criteria:** The trainee shall be tested on the following:

- 4.3.1. Identify various agency records including directories, inventories, warrants served and bonds as assigned.
- 4.3.2. File and retrieve documents in agency records systems in accordance with agency policy.
- 4.3.3. Identify the forms and the steps required to act upon the forms, documents, and orders generated by the courts or other legal entities, i.e., disposition, continuance, changes in charges, hold cards or detainers, etc.
- 4.3.4. Identify other operational forms and documents used within the jail, i.e., canteen form, grievance forms, inmate requests, serious incident report (SIR) forms, post logs, supply requisitions, etc.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify various agency records including directories, inventories, warrants served and bonds as assigned.
2. File and retrieve documents and records in agency systems in accordance with agency policy.
3. Identify the forms and the steps required to act upon the forms, documents, and orders generated by the courts or other legal entities, i.e., disposition, continuance, changes in charges, hold cards or detainers, etc.
4. Identify other operational forms and documents used within the jail, i.e., canteen form, grievance forms, inmate requests, serious incident report (SIR) forms, post logs, supply requisitions, etc.
5. Identify agency policy related to removing a report from agency records system as appropriate and required by law and when assigned to make this removal.

***Instructor Note: Advise trainees that they will need to identify department policy related to use of records, documents, and reports within the department.***

**Performance Outcome 4.4.**

Monitor visitors and inmates.

**Training Objective Related to 4.4.**

- A. Given a written exercise, identify methods for monitoring visitors and inmates to ensure prevention of contraband entering the facility during visits.

**Criteria:** The trainee shall be tested on the following:

- 4.4.1. Identify methods for monitoring visitors and inmates.
  - 4.4.1.1. Personal observation
  - 4.4.1.2. Electronic surveillance
- 4.4.2. Identify behavior that may be questionable and lead to attempted passage of contraband to an inmate.
  - 4.4.2.1. Body language that appears to be secretive
  - 4.4.2.2. The way a person speaks
  - 4.4.2.3. Inappropriate dress
  - 4.4.2.4. Inappropriate packages or luggage
  - 4.4.2.5. Uncooperative, agitated, nervous, or very demanding persons
  - 4.4.2.6. Attempts to go into unauthorized areas (may be a diversionary tactic)
  - 4.4.2.7. Potential for the visitor to be under the influence of alcohol/drugs
- 4.4.3. Identify methods to prevent passage of contraband between visitors and inmates.
  - 4.4.3.1. Search property left for inmates
  - 4.4.3.2. Inventory property left for inmates
  - 4.4.3.3. Inspect/search all areas and containers of any type used by visitors before inmates remove these
  - 4.4.3.4. Confiscate contraband if found
- 4.4.4. Inspect perimeter of jail after visitation for items that may be dropped.
- 4.4.5. Search any unattended packages.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify methods for monitoring visitors and inmates.
  - a. Personal observation
  - b. Electronic surveillance
2. Identify behavior that may be questionable and lead to attempted passage of contraband to an inmate.
  - a. Body language that appears to be secretive
  - b. The way a person speaks
  - c. Inappropriate dress
  - d. Inappropriate packages or luggage
  - e. Uncooperative, agitated, nervous, or very demanding persons
  - f. Attempts to go into unauthorized areas (may be a diversionary tactic)
  - g. Potential for the visitor to be under the influence of alcohol/drugs
3. Identify methods to prevent passage of contraband between visitors and inmates.
  - a. Search property left for inmates
  - b. Inventory property left for inmates
  - c. Inspect/search all areas and containers of any type used by visitors before inmates remove these
  - d. Confiscate contraband if found
4. Inspect perimeter of jail after visitation for items that may be dropped.
5. Search any unattended packages.

**Performance Outcome 4.5.**

Observe and supervise inmates within and outside of a jail.

**Training Objective Related to 4.5.**

- A. Given a written or practical exercise, identify the steps required to supervise and observe inmates in a jail.
- B. Given a written or practical exercise, identify the steps required to observe and supervise inmates outside of a jail.

**Criteria:** The trainee shall be tested on the following:

- 4.5.1. Observe inmate's behavior and conduct interviews to recognize/determine deception, deceit, and manipulation.
- 4.5.2. Observe inmate for signs of drug, alcohol or other substances.
- 4.5.3. Identify abnormal and/or suspicious behavior of an inmate.
- 4.5.4. Identify inmates who are afraid of being victims of an assault and/or manipulation.
- 4.5.5. Observe inmate after violent confrontation to assess medical condition.
- 4.5.6. Monitor high risk inmates and/or inmates with health problems and provide access to sick calls.
- 4.5.7. Observe/monitor inmates on suicide watch.
- 4.5.8. Identify group agitators and threat groups among inmates.
- 4.5.9. Investigate injuries to inmates.
- 4.5.10. Verify the authorization of inmate movement within the facility.
- 4.5.11. Supervise cleaning details and inmate workers.
- 4.5.12. Supervise inmates and inmate activities.
- 4.5.13. Attend to the special needs of inmates.
- 4.5.14. Verbally reprimand inmates for rules violations.

- 4.5.15. Provide for inmate privileges according to law and agency policy.
- 4.5.16. Take away inmate privileges as a method of discipline.
- 4.5.17. Patrol housing unit, secured areas and perimeters.
- 4.5.18. Provide hygiene instruction to inmate, if necessary.
- 4.5.19. Inspect facility to ensure that sanitary conditions are maintained.
- 4.5.20. Conduct irregularly timed security inspections.
- 4.5.21. Supervise inmates outside of the facility and maintain security post at hospital if inmate is hospitalized.
- 4.5.22. Supervise juveniles according to law and agency policy.
- 4.5.23. Direct inmates in the event of an emergency or in a disaster drill.
- 4.5.24. Conduct head counts and record in designated areas.
- 4.5.25. Supervise food service and control of dishes, beverage containers, and utensils.
- 4.5.26. Take custody of and record lost or found property.
- 4.5.27. Initiate contact with employers on the status of work release inmates.
- 4.5.28. Assist disabled inmates.
- 4.5.29. Regulate accumulation of items in inmate's housing unit.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Observe inmate's behavior and conduct interviews to recognize/determine deception, deceit, and manipulation.
2. Observe inmate for signs of drug, alcohol or other substances.
3. Identify abnormal and/or suspicious behavior of an inmate.
4. Identify inmates who are afraid of being victims of an assault and/or manipulation.
5. Observe inmate after violent confrontation to assess medical condition.
6. Monitor high risk inmates and/or inmates with health problems and provide access to sick calls.
7. Receive and follow instructions from medical staff about an inmate's medical condition.
8. Observe/monitor inmates on suicide watch.
9. Identify group agitators and threat groups among inmates.
  - a. Threat groups
    - (1). Religious based
    - (2). Ethnic gangs
    - (3). Other gangs
  - b. Tattoos/markings
  - c. Signs (hand/body positions)
  - d. Initiation practices
  - e. Structured style of dress (colors, clothing type, headgear, location of clothing – right or left)
10. Identify and confiscate dangerous items in the inmates' possession.
11. Investigate injuries to inmates.
12. Investigate complaints from inmates.
13. Verify the authorization of inmate movement within the facility.
14. Supervise cleaning details and inmate workers.
15. Supervise inmates and inmate activities.

16. Attend to the special needs of inmates.
17. Verbally reprimand inmates for rules violations.
18. Provide for inmate privileges according to law and agency policy.
19. Take away inmate privileges as a method of discipline.
20. Patrol housing unit, secured areas and perimeters.
21. Provide hygiene instruction to inmate, if necessary.
22. Inspect facility to ensure that sanitary conditions are maintained.
23. Conduct irregularly timed security inspections.
24. Supervise inmates outside of the facility and maintain security post at hospital if inmate is hospitalized.
25. Supervise juveniles according to law and agency policy.
26. Direct inmates in the event of an emergency or in a disaster drill.
  - a. Fire
  - b. Disaster (flood, hurricane, tornado)
  - c. Hostage situations, riot, or other disturbances
  - d. Chemical agents
  - e. Escape
  - f. Mass arrests
27. Conduct head counts and record in designated areas.
28. Supervise food service and control of dishes, beverage containers, and utensils.
29. Take custody of and record lost or found property.
30. Initiate contact with employers on the status of work release inmates.
31. Assist disabled inmates.
32. Regulate accumulation of items in inmate's housing unit.



**Performance Outcome 4.6.**

Transfer and/or release an inmate from a jail.

**Training Objective Related to 4.6.**

- A. Given a written or practical exercise, identify the steps required to perform the transfer and/or release of an inmate from a jail.

**Criteria:** The trainee shall be tested on the following:

- 4.6.1. Return inmate personal property as required by local policy.
- 4.6.2. Collect linen, bedding and jail clothing.
- 4.6.3. Ensure that a VCIN/NCIC check for wants and warrants is conducted prior to transfer and/or release.
- 4.6.4. Check to ensure the release is legal and within agency policy.
- 4.6.5. Verify release document
  - 4.6.5.1. Release order from court/magistrate
  - 4.6.5.2. Disposition from court; verify time computation/sentence served.
  - 4.6.5.3. Parole Board warrant pulled by Probation Officer or action of parole board to release.
  - 4.6.5.4. Detainers (cross reference 4.1.13)
- 4.6.6. Ensure that the documentation package needed to transfer an inmate is given to the transportation officer.
- 4.6.7. Verify the identity of an inmate by comparing the photograph of the inmate to the inmate, if applicable.
- 4.6.8. Notify an agency holding a warrant/detainer on an inmate regarding transfer or release.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Return inmate personal property as required by local policy.
2. Collect linen, bedding and jail clothing.
3. Ensure that a VCIN/NCIC check for wants and warrants is conducted prior to transfer and/or release.
4. Check to ensure the release is legal and within agency policy.
5. Verify release document
  - A. Release order from court/magistrate
  - B. Disposition from court; verify time computation/sentence served.
  - C. Parole Board warrant pulled by Probation Officer or action of parole board to release.
  - D. Detainers (cross reference 4.1.13)
6. Ensure that the documentation package needed to transfer an inmate is given to the transportation officer.
7. Verify the identity of an inmate by comparing the photograph of the inmate to the inmate, if applicable
8. Notify an agency holding a warrant/detainer on an inmate regarding transfer or release.

**Performance Outcome 4. 7.**

Protect inmates as needed and control violent or unruly inmates.

**Training Objective 4. 7.**

- A. Given a written exercise, identify the procedures to be followed to protect inmates who feel threatened and/or have been assaulted.
- B. Given a written exercise, identify the steps needed to request assistance or to provide backup assistance to control violent inmates in accordance with officer safety procedures.

**Criteria:** The trainee shall be tested on the following:

- 4.7.1. Identify procedures to provide protection to inmates who feel threatened and/or have been assaulted.
- 4.7.2. Identify the steps needed to request assistance or provide assistance (backup) to control violent or unruly inmates in accordance with officer safety procedures.
- 4.7.3. Identify methods to secure the scene when a critical incident has occurred.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify procedures to provide protection to inmates who feel threatened and/or have been assaulted.
2. Identify the steps needed to request assistance to control violent or unruly inmates in accordance with officer safety procedures.
3. Identify methods to secure the scene when a critical incident has occurred.

**Performance Outcome 4. 8.**

Administer cardio-pulmonary resuscitation (CPR) and basic first aid.

**Training Objectives Related to 4. 8.**

- A. Successfully complete an approved course for cardio-pulmonary resuscitation (CPR).
- B. Successfully complete an approved course for basic first aid.
- C. Demonstrate ability to assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.
- D. Successfully complete an approved course for using an automatic external difibrillator (AED).

**Criteria:** The trainee shall be tested on the following:

- 4.8.1. Testing provided by approved CPR course provider
- 4.8.2. Testing provided by approved basic first aid provider
- 4.8.3. Assisting a person to prevent falling, move the person to a place of safety if needed, and support the person to a safe position.
- 4.8.4. Testing provided by an approved automatic external defibrillator (AED) course provider.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. An approved course for cardio-pulmonary resuscitation.
2. An approved course for basic first aid that covers the following at a minimum:
3. Assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.
  - a. Protecting head and shoulders of person to the extent possible
  - b. Use of upper body strength
  - c. Use of base strength (hip and legs)
  - d. Use of torso/trunk strength (back and abdomen)
4. An approved course for using an automatic external defibrillator (AED).

**Instructor Note: Approving entities for First Aid/CPR instruction include the American Heart Association, American Red Cross, Virginia Department of Health, National Safety Council, or a program approved by the Operational Medical Director of a local Emergency Medical Services (EMS) provider.**

**Performance Outcome 4. 9.**

Conduct jail operations with awareness of terrorism possibilities.

**Training Objective Related to 4. 9.**

- A. Complete an approved Public Safety Response to Terrorism – Awareness Level course.
- B. Complete an approved IC700 NIMS Introductory training course.
- C. Complete an approved ICS 100 Introductory training course.

**Criteria:** The trainee shall be tested on the following:

- 4.9.1. Indicators and effects of incidents to include CBRN(E) -- chemical, biological, radiological, nuclear, and explosive devices or weapons -- on individuals and property.
- 4.9.2. Signs and symptoms common to initial victims of a CBRN(E) incident.
- 4.9.3. Define the Incident Command System (ICS)
  - 4.9.3.1. Identify the components of ICS
  - 4.9.3.2. Identify the structure of ICS
  - 4.9.3.3. Identify the purpose of unified command under ICS
  - 4.9.3.4. Identify the role of the first responding officer under ICS
  - 4.9.3.5. Identify communications protocol under ICS
  - 4.9.3.6. Identify the transfer of command by the first responding patrol officer under ICS
- 4.9.4. Explain the purpose of the National Incident Command System (NIMS)
  - 4.9.4.1. Identify the presidential directive related to NIMS

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify indicators and effects of incidents to include CBRN(E) -- chemical, biological, radiological, nuclear, and explosive devices or weapons -- on individuals and property.
2. Identify signs and symptoms common to initial victims of a CBRN(E ) incident.
3. Define the Incident Command System (ICS)
  - a. Identify the components of ICS
  - b. Identify the structure of ICS
  - c. Identify the purpose of unified command under ICS
  - d. Identify the role of the first responding officer under ICS
  - e. Identify communications protocol under ICS
  - f. Identify the transfer of command by the first responding patrol officer under ICS
4. Explain the purpose of the National Incident Command System (NIMS)
  - a. Identify the presidential directive related to NIMS

**\* Special Note: Completion of the eight-hour Public Safety Response to Terrorism - Awareness Level training will accomplish the goals of number 1 and 2 in this lesson plan guide and prepare a trainee to be tested on this topic.**



**Performance Outcome 5.1.**

Investigate complaints from inmates.

**Training Objective Related to 5.1.**

Given a written and practical exercise, identify the steps to investigate complaints from inmates.

**Criteria:** The trainee shall be tested on the following

- 5.1.1. Review written or verbal complaints received from inmates
- 5.1.2. Research complaints from inmates
  - 5.1.2.1. Review policy in reference to the type of complaints.
  - 5.1.2.2. Interview inmates making the complaints.
  - 5.1.2.3. If necessary, take complaint to a supervisor.
- 5.1.3. Provide information to the inmate in accordance with agency policy.
- 5.1.4. Document the response to the written requests or grievances of inmates..
  - 5.1.4.1. Make note in the daily log of response to inmate complaint or write on separate form and place in inmate file.
  - 5.1.4.2. Include inmate name, response to complaint, your name, date and time of response, and inmate reaction to response (acceptance, argumentative, etc.)

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Review written or verbal complaints received from inmates
2. Research complaints from inmates
  - a. Review policy in reference to the type of complaints.
  - b. Interview inmates making the complaints.
  - c. If necessary, take complaint to a supervisor.
3. Provide information to the inmate in accordance with agency policy and Board of Corrections Minimum Standards for Jails and Lockups, if applicable.
4. Document the response to the written requests or grievances of inmates.
  - a. Make note in the daily log of response to inmate complaint or write on separate form and place in inmate file.
  - b. Include inmate name, response to complaint, your name, date and time of response, and inmate reaction to response (acceptance, argumentative, etc.)

**Instructor Note: Advise trainees that they must identify their agency's policy on providing information/forms to inmates upon return to their agency.**

**Performance Outcome 5.2**

Use structured problem solving method to identify and alleviate the causes of problems within the jail.

**Training Objective Related to 5.2**

Given a written and practical exercise, the trainee will use structured problem solving method to identify and alleviate the causes of problems within the jail setting.

**Criteria:** The trainee shall be tested on the following:

- 5.2.1. Use structured problem solving methods to identify causes of jail problems.
  - 5.2.1.1. Functional approach
  - 5.2.1.2. Analytical approach
- 5.2.2. Ways to address or alleviate causes of jail problems.
  - 5.2.2.1. Immediately notify supervisor of any physical/structural damage to facility.
  - 5.2.2.2. Notify the maintenance department or supervisor in accordance with policy to report problems and make repairs as necessary.
  - 5.2.2.3. Relocate inmates to other housing pods/units/cells to alleviate medical problems, overcrowding or deal with disruptive inmates and report same to supervisor.
  - 5.2.2.4. Use medical services to solve inmate mental/physical health issues, e.g. suspected contagious diseases.
  - 5.2.2.5. Use force as required and in accordance with policy to maintain control of the inmates.
  - 5.2.2.6. Request a mental health evaluation for inmate.
    - 5.2.2.6.1. Notify supervisor of abnormal behavior observed.
    - 5.2.2.6.2. Follow policy to have inmate transferred to mental health facility.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Use structured problem solving methods to identify causes of jail problems.
  - a. Functional approach requires deputy/jail officer to identify type of problem based on whether or not either a physical item in the jail is or is not working properly.
    - (1). Includes physical/structural problems of the jail, e.g., water leakage after heavy rain, etc.
    - (2). Includes maintenance/mechanical problems of the jail, e.g., lights out, plumbing stuck, etc.
    - (3). Any other type of problem the instructor may use to illustrate this approach.
  - b. Analytical approach requires deputy/jail officer to identify type of problem based on whether or not an individual or program is functioning properly.
    - (1). Includes overcrowding in cell blocks.
    - (2). Includes behavioral problems with inmates.
    - (3). Includes mental/physical health issues with inmates.
    - (4). Any other type of problem the instructor may use to illustrate this approach.
2. Ways to alleviate causes of jail problems.
  - a. Notify supervisor of any physical/structural damage to facility.
  - b. Notify the maintenance department in accordance with department policy to make repairs.
  - c. Move inmates to other housing to alleviate medical problems, overcrowding, or deal with disruptive inmates.
  - d. Use of medical services to solve inmate mental/physical health issues, e.g. suspected contagious diseases.
  - e. Use force in accordance with policy to maintain control of the inmates.
  - f. Request a mental health evaluation for inmate.
    - (1). Notify supervisor of abnormal behavior observed.
    - (2). Follow policy to have inmate transferred to mental health facility.

**Performance Outcome 5.3**

Observe individual to recognize signs of abnormal behavior/mental illness.

**Training Objective Related to 5.3**

Given a written and practical exercise, the trainee will recognize signs of abnormal behavior/ mental illness.

- A. Identify behaviors that may indicate possible mental illness or other maladaptive and/or dangerous speech or actions that require deputy/jail officer intervention.
- B. Identify behaviors that may indicate possible dementia or Alzheimer's Disease that may require deputy/jail officer intervention.
- C. Take into involuntary custody a person displaying behavior that gives the deputy/jail officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

**Criteria:** The trainee shall be tested on the following:

The trainee shall be tested on the following:

- 5.3.1. Signs of abnormal behavior or dementia/Alzheimer's disease of an inmate.
  - 5.3.1.1. Abnormal behaviors and physical signs that may be observed by deputy/jail officer
  - 5.3.1.2. Possible danger to officer from inmate behaving abnormally
  - 5.3.1.3. Appropriate action to be taken related to abnormal behavior observed
  - 5.3.1.4. Communication to jail staff of any statements or behavioral observations that indicate danger to the inmate or others
- 5.3.2. Take into involuntary custody a person displaying behavior that gives the deputy/jail officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.
  - 5.3.2.1. Identify and be able to articulate conditions that assist mental health evaluators in obtaining an emergency custody order.
  - 5.3.2.2. Identify and be able to articulate conditions for a temporary detention order
  - 5.3.2.3. Identify procedures for obtaining an emergency custody order or temporary detention order
- 5.3.3. Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Examples of abnormal behaviors or dementia/Alzheimer's Disease of an inmate.
  - a. Disorders commonly responsible for abnormal behavior
    - (1). Bipolar disorder
    - (2). Schizophrenic
    - (3). Severely depresses
    - (4). Suicidal tendencies
    - (5). Alzheimer's/dementia
    - (6). Autism
    - (7). Mental retardation
  - b. Abnormal behaviors and physical signs that may be observed by deputy/jail officer.
    - (1). The mannerisms displayed by someone who is Bipolar.
      - (a). Mood swings.
      - (b). Delusions of greatness/grandeur.
      - (c). Rapid speech.
    - (2). The mannerisms displayed by someone who is schizophrenic.
      - (a). Hearing voices.
      - (b). Seeing others not there in reality.
      - (c). Delusions.
    - (3). The mannerisms displayed by someone who is severely depressed.
      - (a). Going from talkative to quiet.
      - (b). Giving away their personal effects.
      - (c). Extreme sadness.
      - (d). Excessive sleeping.
      - (e). Noncompliance with jail rules.
      - (f). Neglect of personal hygiene.
    - (4). The mannerisms displayed by someone who has suicidal tendencies.
      - (a). Same as above for depression.
      - (b). Talking of taking his life.
      - (c). Hoarding of medications.
      - (d). Attempts at suicide.
    - (5). The mannerisms displayed by someone who has Alzheimer's.
      - (a). Usually elderly.
      - (b). The "forgetfulness"
      - (c). Not understanding their situation regarding incarceration.
      - (d). The physical needs of an Alzheimer's patient.
    - (6). The mannerisms displayed by someone who is autistic.
      - (a). Non-verbal.
      - (b). Echolalia.
      - (c). Unnatural use or association of items.
      - (d). The strange verbal noises uttered.
      - (e). The need for uniformity and a regular routine.

- (f). The physical movements, (e.g.: rocking, snapping fingers, waving hands) associated with autism.
    - (g). The inability to meet personal needs.
  - (7). The mannerisms displayed by someone who is mentally retarded.
    - (a). Low IQ evident in verbal or written communication.
    - (b). Misunderstanding of even simple commands.
    - (c). Not able to do even simple tasks.
    - (d). Not able to meet personal needs.
  - c. Possible danger to officer from an inmate behaving abnormally.
  - d. Appropriate sources and types of information useful in assessing an inmate's behavior.
  - e. Importance of seeking help for inmates suffering from an emotional crisis.
  - f. Appropriate action to be taken related to abnormal behavior observed.
  - g. Communication to the jail staff of any statements or behavioral observations that indicate danger to the inmate or others.
  - h. Monitor those in your custody who exhibit abnormal behavior to ensure their safety and the safety of others.
2. Take into involuntary custody an inmate displaying behavior that gives the deputy/jail officer probable cause to believe that mental disability exists using the appropriate Code of Virginia requirements.
- a. Identify and be able to articulate conditions that assist mental health evaluators in an emergency custody order.
  - b. Identify and be able to articulate conditions for a temporary detention order.
  - c. Identify procedures for obtaining an emergency custody order or temporary detention order.
  - d. Identify procedure for securing, searching, and transporting an inmate who meets the criteria of an emergency custody order or temporary detention order.
3. Identify potential for multi-jurisdictional transportation of persons under an ECO or TDO.

***Instructor Note: Advise trainees that they will need to identify department policy related to taking into involuntary custody a person who displays abnormal behavior and to identify locations to deliver this person as part of department training.***

**Performance Outcome 5.4**

Investigate unusual odors and sounds.

**Training Objective Related to 5.4**

Given a written and practical exercise, the trainee will be able to investigate the source of unusual odors and/or sounds in a safe manner.

**Criteria:** The trainee shall be tested on the following:

5.4.1 Investigating unusual odors.

- 5.4.1.1 Making rounds and smelling unusual odors.
- 5.4.1.2 Emergency decisions to be made if needed (fire emergency)
- 5.4.1.3 Notifying the proper authorities to correct the problems.

5.4.2 Investigating unusual sounds.

- 5.4.2.1. Making rounds hearing unusual sounds.
- 5.4.2.2 Emergency decisions to be made if needed.
- 5.4.2.3 Notifying the proper authorities to correct the problems.



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Making rounds and investigating unusual odors.
  - a. Smoke from a fire either electrical or material.
  - b. Cigarette, tobacco products smoke – to include illegal drugs.
  - c. Chemical spills (e.g.inmate throws cleaning solution).
  - d. Powder smells (baby powder to hide cigarette smell).
  - e. Homemade mash, wine, alcohol
  - f. Overflowing toilets/backed up sewer systems.
  - g. Inmate vomiting.
  - h. Gas smells.
  - i. Others as instructor may identify.
2. Emergency decisions to be made if needed
  - a. Evacuation in case of fire or hazmat incident
  - b. Notifying supervisor and/or coworkers.
  - c. Notifying proper responding units and/or agencies, if needed.
3. Notify proper authorities to correct problems (such as maintenance, medical, etc.)
4. Making rounds and investigating unusual sounds.
  - a. Sounds of scraping and or knocking against exterior/interior walls.
  - b. Sounds of inmate in distress.
  - c. Sounds of inmates involved in fight and/or illegal activities.
5. Making emergency decisions if needed.
  - a. Secure area if escape attempt discovered.
  - b. Secure area if crime scene and act on violations.

**Performance Outcome 5.5.**

Investigate injuries to inmates.

**Training Objective Related to 5.5.**

Given a written and practical exercise, the trainee will investigate injuries to inmates.

**Criteria:** The trainee shall be tested on the following:

5.6.1 Responding to a medical emergency/injury to an inmate.

- 5.6.1.1. Approach emergency site carefully in case of deception.
- 5.6.1.2. Assess the emergency/injury.
- 5.6.1.3. Render first aid/CPR according to approved practices.
- 5.6.1.4. Transfer the inmate to medical services.
- 5.6.1.5. Follow universal precautions

5.6.2 Investigating the injury to the inmate.

- 5.6.2.1. Question staff in regards to the injury.
- 5.6.2.2. Question the injured inmate.
- 5.6.2.3. Question other inmates regarding the injury.
- 5.6.2.4. Perform a safety inspection in accordance with established policies.
- 5.6.2.5. Document the information on appropriate forms.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Responding to a medical emergency/injury to an inmate.
  - a. Approach emergency site carefully in case of deception.
  - b. Assess the emergency/injury.
  - c. Render first aid/CPR according to approved practices.
  - d. Transfer the inmate to medical services.
  - e. Follow universal precautions if appropriate
2. Investigating the injury to the inmate.
  - d. Question the staff in regards to the injury.
  - e. Question the injured inmate.
  - f. Question other inmates regarding the injury.
  - g. Perform a safety inspection in accordance with established policies.
  - h. Document the information in appropriate forms.

## **Performance Outcome 6. 1.**

Search juvenile(s), visitor(s), subject(s), arrested person(s) or inmate(s).

## **Training Objective Related to 6. 1.**

- A.     Given a written exercise, identify factors to consider in conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.
- B.     Given a practical exercise, demonstrate the technique of conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.

**Criteria:** The trainee shall be tested on the following:

- 6.1.1. Definition of a search appropriate for the following:
  - 6.1.1.1. Arrestee
  - 6.1.1.2. Inmate
  - 6.1.1.3. Juvenile
  - 6.1.1.4. Visitor
  - 6.1.1.5. Subject not a suspect
- 6.1.2. Legal requirements/conditions of types of searches
  - 6.1.2.1. Frisk
  - 6.1.2.2. Thorough clothed search
  - 6.1.2.3. Strip search
  - 6.1.2.4. Body cavity search
  - 6.1.2.5. Electronic search
- 6.1.3. Identification of those places on males and females where dangerous weapons or contraband may be concealed
- 6.1.4. Identification of concealed weapon clues
- 6.1.5. Identification of pre-assault indicators
- 6.1.6. Identification of contact and cover principles for safe approach to single and multiple subjects
- 6.1.7. The techniques of conducting a search.
  - 6.1.7.1. Verbal directions to give
  - 6.1.7.2. Placement of single or multiple subjects in a pre-search position
  - 6.1.7.3. Placement of single or multiple subjects in a standing, kneeling and prone search position.
  - 6.1.7.4. Control and subject security during a search and a search
  - 6.1.7.5. Safely retrieving and securing weapons or contraband that are identified during a search.
  - 6.1.7.6. Communicating relevant information to the cover Deputy/Jail Officer
- 6.1.8. Secure and record any items taken during a custodial search.
- 6.1.9. Use of personal protective equipment during a search.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Definition of a search appropriate for the following:
  - a. Arrestee
  - b. Inmate
  - c. Juvenile
  - d. Visitor
  - e. Subject not a suspect
2. Legal requirements/conditions of types of searches
  - a. Frisk
  - b. Thorough clothed search
  - c. Strip search
  - d. Body cavity search
  - e. Electronic search
3. Identification of those places on males and females where dangerous weapons or contraband may be concealed
4. Identification of concealed weapon clues
5. Identification of pre-assault indicators
6. Identification of contact and cover principles for safe approach to single and multiple subjects
7. The techniques of conducting a search and a search.
  - a. Verbal directions to give
  - b. Placement of single or multiple subjects in a pre-search position
  - c. Placement of single or multiple subjects in a standing, kneeling and prone search position.
  - d. Control and subject security during a search and a search
  - e. Safely retrieving and securing weapons or contraband that are identified during a search and a search
  - f. Communicating relevant information to the cover Deputy/Jail Officer
8. Secure and record any items taken during a custodial search.
9. Use of personal protective equipment during a search.
  - a. Use latex gloves to prevent contact with potential infectious diseases.
  - b. Use mask if potential for air borne pathogen is identified.

**Performance Outcome 6. 2.**

Restrain intoxicated, disruptive, or violent individuals.

**Training Objective Related to 6. 2.**

- A.      Given a practical exercise, demonstrate techniques regarding restraint of intoxicated, disruptive persons, violent individuals and/or inmate(s).

**Criteria:** The trainee shall be tested on the following:

- 6.2.1. Deputy/Jail Officer safety considerations
  - a. Key planning elements related to isolating a disruptive individual from others
  - b. Use of available backup deputies/jail officer(s)
- 6.2.2. Command presence (stance, posture, eye contact)
- 6.2.3. Communication skills to minimize antagonistic responses
- 6.2.4. Appropriate escalation/de-escalation on a force continuum
- 6.2.5. Restraint procedures
- 6.2.6. Effecting an arrest (if necessary)

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**Lesson Plan Guide:** The lesson plan shall include the following:

1. Officer safety considerations
  - a. Key planning elements related to isolating a disruptive individual from others
  - b. Use of available backup deputies/jail officer(s)
2. Command presence (stance, posture, eye contact)
3. Communication skills to minimize antagonistic responses
4. Appropriate escalation/de-escalation on a force continuum
5. Restraint procedures
6. Effecting an arrest (if necessary)

**Performance Outcome 6. 3.**

Participate in cell and area searches when assigned

**Training Objective Related to 6. 3.**

- A.      Given a written exam, identify three considerations for participating in a cell and/or area searches.

**Criteria:** The trainee shall be tested on the following:

- 6.3.1. Importance of intelligence gathering/planning for cell and/or area searches
- 6.3.2. Pre-cell/pre-area search briefing
- 6.3.3. On-scene command and control of all cell and/or area search aspects
- 6.3.4. Techniques for cell and area searches
- 6.3.5. Chain of custody concerns
- 6.3.6. Logistical requirements
- 6.3.7. Reasons for secrecy.
- 6.3.8. Interagency communications, policy differences, and personnel identification



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**Defensive Tactics/Use of Force**

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Importance of intelligence gathering/planning for cell and/or area searches
2. Pre-cell/pre-area search briefing
3. On-scene command and control of all cell and/or area search aspects
  - a. Booby trap identification
  - b. Room entry techniques (proper movement and recognition)
4. Techniques for cell and area searches
  - a. 360 degree search
  - b. Bend over/kneel to search under stationary objects (bed, behind toilets, etc.)
  - c. Grid search of areas (dividing areas into grids to search every inch)
  - d. Use of mechanical devices available in your agency to assist with searches
  - e. Demonstrate ability to extend arm to reach and search tight spaces.
  - f. Hold a flashlight in various positions while performing a cell/area/building search.
  - g. Identify other resources available to your agency to perform searches, i.e., bomb or drug sniffing dogs, robots, etc.
5. Chain of custody concerns
6. Logistical requirements
7. Identify reasons for secrecy (need to know basis)
8. Interagency communications, policy differences, and personnel identification
  - a. Interagency communications: Discuss the importance of communicating the situation and possible concerns to other agencies as needed and according to policy. Multi-agency efforts in appropriate situations may be utilized to quickly remedy a public safety threat.
  - b. Policy Issues: Discuss the need to have established policies to address support and shared resources in the event of a situation requiring outside agency assistance. This helps to avoid duplication or overlap of efforts and helps to minimize the potential for mistakes when a situation arises requiring multi-agency involvement.
  - c. Personnel Identification: Discuss the requirement that staff not in uniform with the agency, or with other agencies must have their agency approved identification. This helps to avoid to possibility of mistaken identity and potential injury.

***Instructor Note: Advise trainees that they must identify department policy and procedures for participating in searches with multiple agencies during department training.***

**Performance Outcome 6. 4.**

Extract subject out of a vehicle and a cell.

**Training Objective Related to 6. 4.**

- A.      Given a practical exercise, identify or demonstrate techniques for extracting a subject out of both a transport vehicle and a cell who is resisting.

**Criteria:** The trainee shall be tested on the following:

- 6.4.1. Deputy/jail officer safety considerations
- 6.4.2. Use appropriate extraction techniques for cell or vehicle (extract from rear of transport vehicle)
- 6.4.3. Maintain control of suspect
- 6.4.4. Use appropriate level of force
- 6.4.5. Use appropriate restraints

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Deputy/jail officer safety considerations
2. Use extraction techniques (cell and rear of transport vehicle)
3. Maintain control of suspect
4. Use appropriate level of force
5. Use appropriate restraints

***Instructor Note: Practice at least one extraction of a subject from the rear of a transport vehicle.***

**Performance Outcome 6. 5.**

Approach people on foot and from department vehicle.

**Training Objective Related to 6. 5.**

- A.      Given a practical exercise, safely approach people on foot and from department vehicle.

**Criteria:** The trainee shall be tested on the following:

6.5.1. Evaluate risk to public and Deputy/Jail Officer

6.5.1.1. People in area/inmates in area

6.5.1.2. Easily accessed buildings/areas

6.5.1.3. Potential escape routes

6.5.1.4. Cover

6.5.1.5. Potential for situation to escalate

6.5.1.6. Back-up

6.5.2. Techniques of safe approach

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Evaluate risk to public and Deputy/Jail Officer
  - a. People in area/inmates in area
  - b. Easily accessed buildings/area
  - c. Potential escape routes
  - d. Cover
  - e. Potential for situation to escalate
  - f. Back-up
  - g. Other items as may be identified
2. Techniques of safe approach
  - a. Observe area before approach
  - b. Look for irregularities
  - c. Be mindful of vehicles in area
  - d. Be aware of citizens moving too closely to you
  - e. Be conscious of weapon retention
  - f. Be courteous but pass citizens as quickly as possible

***Instructor Note: Discuss a variety of situations when inmates may be escorted outside the facility where public contact may occur and the need for awareness and safe approach techniques.***

## **Performance Outcome 6. 6.**

Identify necessary and appropriate use of force.

## **Training Objective Related to 6. 6.**

- A.     Given a written or practical exercise, identify the factors that affect the use of force.
- B.     Given a written or practical exercise, identify the factors that affect the deputy/jail officers' decision to use deadly force.

**Criteria:** The trainee shall be tested on the following:

### 6.6.1. Factors affecting the use of force

- 6.6.1.1. Subject actions
- 6.6.1.2. Intent
- 6.6.1.3. Ability
- 6.6.1.4. Means
- 6.6.1.5. Opportunity
- 6.6.1.6. Deputy/Jail Officer perception of the need for force
- 6.6.1.7. Situation and environmental circumstances
- 6.6.1.8. Deputy/Jail officer safety considerations

### 6.6.2. Factors affecting the use of deadly force

- 6.6.2.1. Likelihood of serious bodily harm or death
  - 6.6.2.1.1. Perceived or announced intent of subject
  - 6.6.2.1.2. Ability
  - 6.6.2.1.3. Means
  - 6.6.2.1.4. Opportunity
- 6.6.2.2. Legal criteria

### 6.6.3. General considerations for use of force

- a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.
- b. Elements of command presence (stance, posture, eye contact)
- c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer
- d. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)
- e. Appropriate escalation/de-escalation in use of force.
- f. Application of handcuffs and additional restraints

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Factors affecting the use of force
  - a. Subject actions
  - b. Intent
  - c. Ability
  - d. Means
  - d. Opportunity
  - e. Deputy/Jail Officer perception of the need for force
  - f. Situation and environmental circumstances
  - g. Deputy/Jail officer safety considerations
2. Factors affecting the use of deadly force
  - a. Likelihood of serious bodily harm or death
    - (1). Perceived or announced intent of subject
    - (2). Ability
    - (3). Means
    - (4). Opportunity
  - b. Legal criteria
3. General considerations for use of force
  - a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.
  - b. Elements of command presence (stance, posture, eye contact)
  - c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer
  - d. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)
  - e. Appropriate escalation/de-escalation on a use of force continuum
    - (1). Define use of force.
    - (2). Identify the decision making process in using force.
  - f. Application of handcuffs and additional restraints

***Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons as part of department training.***

**Performance Outcome 6. 7.**

Break up fights between two or more persons.

**Training Objective Related to 6. 7.**

- A. Given a practical exercise, demonstrate techniques for breaking up fights between two or more persons during a simulation exercise.

**Criteria:** The trainee shall be tested on the following:

6.7.1. Evaluate the situation

6.7.2. Intervene verbally

6.7.3. Use the appropriate level of force

6.7.4. Use officer safety procedures



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Evaluate the situation
2. Intervene verbally using communication skills and voice commands
  - (a). establish contact with the hostile persons
  - (c). ascertain the reason(s) for their hostility
  - (d). use calming techniques to reduce emotions and restore rational thought
  - (f). communicate the officer's position and responsibilities in the situation
  - (g). state any applicable laws and rules and consequences of continued acts
3. Use the appropriate level of force when verbal intervention fails.
4. Use officer safety procedures
  - (a). monitor the individuals' activities
  - (b). wait for appropriate back-up per department policy
  - (c). assess the individuals' propensity toward violence
  - (d). determine the nature of their weapons
  - (e). intervene using the quickest defensive tactics to restrain and control individuals.

**Performance Outcome 6. 8.**

Use weaponless techniques to subdue a person resisting arrest or to control a person.

**Training Objective Related to 6.8.**

- A.      Given a written and practical exercise, demonstrate weaponless techniques to subdue a person resisting arrest or to control a person.

**Criteria:** The trainee shall be tested on the following:

- 6. 8 .1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart or volunteer
- 6.8.2. Identification of basic principles and fundamentals of defensive tactics
  - a. target identification
  - b. access to target
- 6.8.3. Demonstration of technique of approach
- 6.8.4. Demonstration of blocking principles designed to neutralize attack
  - a. low outside
  - b. low inside
  - c. middle outside
  - d. middle inside
  - e. high
  - f. blocks to include both sides
- 6.8.5. Demonstration of weaponless techniques to control subject
  - a. effective communications
  - b. weaponless (empty hand) control techniques
    - (1). safe contact and initial control
      - (a). front
      - (b). side
      - (c). back
    - (2). decentralization to prone position with minimal risk of injury to resisting subject
    - (3). stabilization in prone position for cuffing or to await backup deputies/jail officers

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**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart and/or volunteer
2. Identification of basic principles and fundamentals of defensive tactics
  - a. target identification
  - b. access to target
3. Demonstration of approach techniques
4. Demonstration of blocking principles designed to neutralize attack
  - a. low outside
  - b. low inside
  - c. middle outside
  - d. middle inside
  - e. high
  - f. blocks to include both sides
5. Demonstration of weaponless techniques to control subject
  - a. effective communications
  - b. weaponless (empty hand) control techniques
    - (1). safe contact and initial control
      - (a). front
      - (b). side
      - (c). back
    - (2). decentralization to prone position with minimal risk of injury to resisting subject
    - (3). stabilization in prone position for cuffing or to await backup deputies/jail officers

**Performance Outcome 6. 9.**

Subdue a physically attacking person.

**Training Objective Related to 6. 9.**

- A.      Given a practical exercise, demonstrate a techniques for defending oneself against a physically attacking person and subduing a person during a simulation exercise using a volunteer and/or instructor.

**Criteria:** The trainee shall be tested on the following:

6.9.1. Identification of weapon considerations of subject and deputy/jail officer

6.9.2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets

6.9.3 Demonstration of weapon control by the deputy/jail officer

6.9.4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation

6.9.5. Demonstration of de-escalation by:

- a. Decentralizing suspect to prone position for cuffing
- b. Disengage from suspect

6.9.6. Demonstration of escalation in life and death struggle by:

- a. Making transition to weapon to stop aggressor
- b. Utilizing extreme physical techniques to stop aggressor

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**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of weapon considerations of subject and deputy/jail officer
2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets
3. Demonstration of weapon control by the deputy/jail officer
4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation
5. Demonstration of de-escalation by:
  - a. Decentralizing suspect to prone position for cuffing
  - b. Disengage from suspect
6. Demonstration of escalation in life and death struggle by:
  - a. Making transition to weapon to stop aggressor
  - b. Utilizing extreme physical techniques to stop aggressor

**Performance Outcome 6. 10.**

Subdue a non-compliant subject/inmate and place in a prone position.

**Training Objective Related to 6. 10.**

- A.      Given a practical exercise, demonstrate proper methods of subduing and placing a non-compliant subject/inmate in a prone position.

**Criteria:** The trainee shall be tested on the following:

- 6.10.1. Assessment of threat by the subject/inmate.
- 6.10.2. Demonstration of safe contact and initial control.
- 6.10.3. Demonstration of weapon control by the deputy/jail officer
- 6.10.4. Demonstration of decentralization to prone position with minimal risk of subject injury.
- 6.10.5. Demonstration of stabilization in prone position for cuffing procedure.
- 6.10.6. Demonstration of bringing a handcuffed subject to his or her feet.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Assessment of threat by the subject/inmate.
2. Demonstration of safe contact and initial control.
3. Demonstration of weapon control by the deputy/jail officer
4. Demonstration of decentralization to prone position with minimal risk of subject injury.
5. Demonstration of stabilization in prone position for cuffing procedure.
6. Demonstration of bringing a handcuffed subject/inmate to his or her feet.

**Performance Outcome 6. 11.**

Pursue a fleeing subject/inmate on foot and subdue the subject/inmate when apprehended.

**Training Objective Related to 6. 11.**

- A.      Given a practical exercise, demonstrate a technique for subduing a subject after a foot pursuit.

**Criteria:** The trainee shall be tested on the following:

- 6.11.1. Assessment of threat by the subject
- 6.11.2. Identification of weapon considerations of subject and deputy/jail officer
- 6.11.3. Demonstration of weapon control by the deputy/jail officer
- 6.11.4. Demonstration of contact and initial control
- 6.11.5. Demonstration of decentralization to prone position with minimal risk of resisting suspect injury
- 6.11.6. Demonstration of stabilization in prone position for cuffing procedures



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Assessment of threat by the subject
2. Identification of weapon considerations of subject and deputy/jail officer
3. Demonstration of weapon control by the deputy/jail officer
4. Demonstration of contact and initial control
5. Demonstration of decentralization to prone position with minimal risk of resisting subject injury
6. Demonstration of stabilization in prone position for cuffing procedures

**Performance Outcome 6. 12.**

Use touch pressure or striking pressure to control a subject/inmate.

**Training Objective Related to 6. 12.**

- A. Given a written, audio-visual, or practical exercise, identify body pressure points.
- B. Given a practical exercise, demonstrate pressure point control techniques.

**Criteria:** The trainee shall be tested on the following:

6.12.1. Identification of body pressure points

- a. identify carotid choke hold as deadly force

6.12.2. Demonstration of pressure point control techniques

- a. touch pressure
- b. strike

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of body pressure points
  - a. identify carotid choke hold as deadly force
2. Demonstration of pressure point control techniques
  - a. touch pressure
  - b. strike

## **Performance Outcome 6. 13.**

Disarm an armed subject.

## **Training Objective Related to 6. 13.**

- A.     Given a written exercise, identify factors to consider when attempting to disarm a subject.
- B.     Given a practical exercise, demonstrate techniques for disarming an armed subject.

**Criteria:** The trainee shall be tested on the following:

- 6.13.1. Identification of factors to consider when assessing whether an attempt to disarm a subject is appropriate.
  - a. distance/cover
  - b. type of weapon
  - c. obstacles
  - d. will the attempt jeopardize life or personal safety
- 6.13.2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun
  - a. front
  - b. side
  - c. rear
- 6.13.3. Demonstration of a takedown or control of subject armed with handgun or long gun
  - a. stopping movement of the handgun or long gun using deputy/jail officer's personal weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming
- 6.13.4. Demonstration of a takedown or control of subject armed with edged weapon
  - a. range of attack and officer awareness
  - b. position for disengagement and escalation or depending upon range and relative position
  - c. stopping/deflecting movement of the edged weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming
- 6.13.5. Demonstration of a takedown or control of subject armed with bludgeon instrument
  - a. stopping/deflecting movement of the bludgeon weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of factors to consider when assessing whether an attempt to disarm a subject is appropriate.
  - a. distance/cover
  - b. type of weapon
  - c. obstacles
  - d. will the attempt jeopardize life or personal safety
2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun
  - a. front
  - b. side
  - c. rear
3. Demonstration of a takedown or control of subject armed with handgun or long gun
  - a. stopping movement of the handgun or long gun using officer's personal weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming
4. Demonstration of a takedown or control of subject armed with edged weapon
  - a. range of attack and officer awareness
  - b. zoning to the outside position for disengagement and escalation or depending upon range and relative position
  - c. stopping movement of the edged weapon and using officer's personal weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming
5. Demonstration of a takedown or control of subject armed with bludgeon instrument
  - a. stopping movement of the bludgeon weapon and using officer's personal weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming

**Performance Outcome 6. 14.**

Use an impact weapon to control a subject.

**Training Objective Related to 6. 14.**

- A.      Given a written exam and practical scenarios, identify and demonstrate techniques for using an impact weapon to control a subject.

**Criteria:** The trainee shall be tested on the following:

- 6.14.1. Identification of the primary, secondary, and lethal target areas
- 6.14.2. Demonstration of offensive and defensive stances
- 6.14.3. Demonstration of the proper verbalization and touch/striking techniques for primary, secondary, and the non-lethal target areas

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of the primary, secondary, and lethal target areas
2. Demonstration of offensive and defensive stances
3. Demonstration of the proper verbalization and touch/striking pressure techniques for primary, secondary, and the lethal target areas

*Instructor Note: Advise trainees that they will need to identify department policy related to impact weapons used by their department, e.g., expandable batons, electronic immobilization devices, etc.*

**Performance Outcome 6. 15.**

Handcuff subject(s) and apply restraints.

**Training Objective Related to 6. 15.**

- A. Given a written and practical exercise, identify and demonstrate the techniques of handcuffing subject(s) and applying restraints.

**Criteria:** The trainee shall be tested on the following:

- 6.15.1. Safe and effective handcuffing of cooperative single and multiple subjects.
- 6.15.2. Safe and effective handcuffing of a subject in the following positions:
  - a. Standing
  - b. Kneeling
  - c. Prone
- 6.15.3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.
- 6.15.4. Application of leg irons and “flex cuffs” or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.
- 6.15.5. Definition of positional asphyxia
  - a. Identify primary medical dangers associated with sudden restraint of violent person.
  - b. Primary medical dangers associated with positional asphyxia.



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Safe and effective handcuffing of cooperative single and multiple subjects.
2. Safe and effective handcuffing of a subject in the following positions:
  - a. Standing
  - b. Kneeling
  - c. Prone
3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.
4. Application of leg irons and “flex cuffs” or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.
5. Definition of positional asphyxia
  - a. Identify primary medical dangers associated with sudden restraint of violent Subject.
  - b. Primary medical dangers associated with positional asphyxia.

***Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons use as part of department training.***

**Performance Outcome 6. 16.**

Use chemical agents and other crowd management equipment.

**Training Objective Related to 6. 16.**

- A.      Given a written exam or during a simulation, identify and/or demonstrate where required the techniques of using chemical agents and other crowd management equipment.

**Criteria:** The trainee shall be tested on the following:

- 6.16.1. Description of types of chemical agents, aerosol sprays and pyrotechnics used in criminal justice systems and methods of deployment.
- 6.16.2. Identification of the proper application of chemical agents and aerosol sprays.
- 6.16.3. Identification of side effects on persons sprayed with chemical or aerosol spray.
  - a. short-term
  - b. long-term
- 6.16.4. Demonstration of the use a protective mask to enter a simulated contaminated area following prescribed method and determine when safe to remove mask and exit area
- 6.16.5. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination
- 6.16.6. Description of methods of structural decontamination of chemical or aerosol agents
- 6.16.7. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of the ethical consideration involved and legal constraints related to use of chemical agents, aerosol sprays and pyrotechnics.
2. Description of types of chemical agents and aerosol sprays used in law enforcement and methods of deployment
3. Identification of the proper application of chemical agents and aerosol sprays.
4. Identification of side effects on persons sprayed with chemical or aerosol spray.
  - a. short-term
  - b. long-term
5. Demonstration of the use a protective mask to enter a simulated contaminated area following prescribed method and determine when safe to remove mask and exit area.
6. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.
7. Description of methods of structural decontamination of chemical or aerosol agents
8. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

**Performance Outcome 6. 17.**

Control non-violent inmate groups, hostile groups, and/or disorderly assemblies, and when necessary, physically restrain a crowd or confront in tactical formation.

**Training Objective Related to 6. 17.**

- A.      Given a written and/or a practical exercise, identify factors to consider when controlling non-violent or hostile groups.

**Criteria:** The trainee shall be tested on the following:

6.17.1. Three factors for controlling non-violent groups, i.e., peaceable assemblies

6.17.2. Three factors to consider when dealing with hostile groups

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Three factors for controlling non-violent groups, i.e., peaceable assemblies
  - a. Officer safety considerations
  - b. Command presence
  - c. Communication skills
  - d. Boundaries within which crowd must remain or move along
  - e. Patterns of movement for crowd for control and safety
  - f. Emergency access/exit
2. Three factors to consider when dealing with hostile groups
  - a. Identify techniques of detecting violations of state laws/local ordinances/jail rules and regulations (sources of disturbance in a crowd by noise and movements)
  - b. Identify high risk areas (dark areas or areas where inmate may hide)
  - c. Identify conditions that will indicate a law/jail rule violation
  - d. Identify appropriate steps to enforce the law and jail policies
    - (1). Deputy/ Jail Officer safety considerations
      - (a). monitor the group's activity
      - (b). wait for appropriate back-up
      - (c). assess the group's propensity toward violence
      - (d). determine the nature of their weapons and contraband
      - (e). identify which subjects are believed to be leaders
    - (2). Command presence
      - (a). safely approach the hostile group
      - (b). identify appropriate formations for potential riot
      - (c). identify emergency escape routes
      - (d). coordinate cover and contact responsibilities
    - (3). Communication skills and voice commands
      - (a). establish contact with the hostile group
      - (b). formally identify the group leaders
      - (c). ascertain the reason(s) for their hostility
      - (d). use calming techniques to reduce emotions and restore rational "group thought"
      - (e). evaluate the group's proposed solutions to determine their specific "needs"
      - (f). communicate the deputy/jail officer's position and responsibilities in the situation
      - (g). relate any applicable laws, rules, regulations and consequences of continued acts
      - (h). explain the group's option to comply with the law/jail rules and pursue legal/administrative resolutions
      - (i). reassure the group of deputy/jail officer commitment to resolve the group's problems and restore peace and order to the area and/or facility.

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**Defensive Tactics/Use of Force**

- (4). Techniques of group control
  - (a). smaller hostile groups
  - (b). larger hostile groups or rioters
  - (c). use stretched out arms to indicate a barrier when appropriate
  - (d). use shield, barricade, impact weapon, riot baton, or other item to block group when appropriate
- (5). Move group to break it up using authorized and appropriate use of force.
- (6). Arrest procedures
- (7). Transportation of inmates
- (8). Medical needs

**Instructor Note: The following must be done as indicated:**

**Lesson Plan Guide items 2.a, b, c, d (1) – written exercise; 2 d (2)a – practical demonstration; 2. d (2) b, c, d – written exercise.**

**Lesson Plan Guide items 3. a – i – written exercise.**

**Lesson Plan Guide items 4. a, b – written exercise; c, d – practical demonstration.**

**Performance Outcome 7.1.**

Clean and inspect weapons system. (Revolver, Semi-automatic weapon, Shotgun)

**Training Objective Related to 7.1.**

- A. Given a written exercise, identify nomenclature of weapons. (Revolver, Semiautomatic weapon, Shotgun)
- B. Given a practical exercise, demonstrate prescribed procedure for cleaning weapon. (Revolver, Semi-automatic weapon, Shotgun)

**Criteria:** The trainee shall be tested on the following:

- 7.1.1. Identification of the correct terms to identify weapons and parts of weapons. (Revolver, Semi-automatic weapon, Shotgun)
- 7.1.2. Demonstration of prescribed procedure to prepare weapon for cleaning. (Revolver, Semi-automatic weapon, Shotgun)
  - a. remove magazine or empty cylinder
  - b. remove round from chamber
  - c. double check weapon to make sure it is empty
- 7.1.3. Identification of weapon cleaning equipment. (Revolver, Semi-automatic weapon, Shotgun)
- 7.1.4. Demonstration of the use of weapon cleaning equipment with agency issued weapon. (Revolver, Semiautomatic weapon, Shotgun)
  - a. field strip weapon (ensure weapon has been made safe prior to field strip)
  - b. clean components
  - c. inspect for damage and imperfections
  - d. lubricate
  - e. reassemble
  - f. safely test for proper function

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of the correct terms to identify weapons and parts of weapons.  
(Revolver, Semi-automatic weapon, Shotgun)
2. Demonstration of prescribed procedure to prepare weapon for cleaning. (Revolver, Semi-automatic weapon, Shotgun)
  - a. remove magazine or empty cylinder
  - b. remove round from chamber
  - c. double check weapon to make sure it is empty
3. Identification of weapon cleaning equipment. (Revolver, Semi-automatic weapon, Shotgun)
4. Demonstration of the use of weapon cleaning equipment with agency issued weapon. (Revolver, Semiautomatic weapon, Shotgun)
  - a. field strip weapon
  - b. clean components
  - c. inspect for damage and imperfections
  - d. lubricate
  - e. reassemble
  - f. safely test for proper function



**Performance Outcome 7.2.**

Using proper hand grip and observation, draw department issued weapon from holster.  
(Revolver or Semi-automatic weapon)

**Training Objective Related to 7.2.**

- A.      Given practical exercises, use a good and consistent combat grip with a safe and efficient draw from the holster following prescribed drawing techniques using the deputy sheriff/jail officer's approved handgun and holster. (Revolver or Semi-automatic weapon)

**Criteria:** The trainee shall be tested on the following:

- 7.2.1. Draw to a ready position
- 7.2.2. Draw to a "cover mode" simulating the covering of a suspect together with the issuance of the verbal order Police-- Don't Move!"
- 7.2.3. Use standing, kneeling, and prone positions
- 7.2.4. Use of covering and concealment while maintaining visual contact with the threat
- 7.2.5. Reload while concentrated on the threat and not the weapon
- 7.2.6. Clear handgun stoppages
- 7.2.7. Reholster weapon

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Draw to a ready position
2. Draw to a “cover mode” simulating the covering of a suspect together with the issuance of the verbal order “Police - Don’t move”
3. Use standing, kneeling, and prone positions
4. Use of covering and concealment while maintaining visual contact with the threat
5. Reload while concentrated on the threat and not the weapon
6. Reholster weapon

Definitions:

- a. Gripping: using sufficient strength to hold a weapon on a plane so that the projectile will travel on a line to the target
- b. Lifting: having adequate strength to lift the weapon to eye level while maintaining safe control
- c. Range of vision: should be such that a person can focus on one object (sights) and still see an image of the target
- d. Strength: overall strength should be a minimum of being able to perform normal task without fatiguing quickly
- e. Breathing: holding breath for a minimal time in order to complete the task of firing the weapon
- f. Cover mode: finger outside the trigger guard until you are on target and have decided to fire

### **Performance Outcome 7.3.**

Clear stoppage in semi-automatic pistols, revolvers, and shotguns. Demonstrate safe handling of weapons on the range and on and off duty.

### **Training Objective Related to 7.3.**

Given a practical exercise:

- A. Demonstrate the techniques for clearing stoppages in pistols or revolvers, and shotguns.
- B. Demonstrate safe handling of weapons on the range and how to do so on and off duty.

**Criteria:** The trainee shall be tested on the following:

#### 7.3.1. Techniques for clearing stoppages:

##### 7.3.1.1. Semi-automatic pistol

- a. Failure to fire
- b. Failure to feed
- c. Failure to eject
- d. Failure to extract

##### 7.3.1.2. Revolver

- a. when trigger is pulled and revolver does not fire
- b. when trigger gets tight and cylinder will not turn
- c. when there is a squib load

##### 7.3.1.3. Shotgun

- a. Failure to fire
- b. Failure to feed
- c. Failure to eject
- d. Failure to extract

#### 7.3.2. Demonstration of safe handling of weapons on the range and identification of safe handling of weapons on and off duty.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Techniques for clearing stoppages:
  - a. Semi-automatic pistol
    - (1). Failure to fire
    - (2). Failure to feed
    - (3). Failure to eject
    - (4). Failure to extract
  - b. Revolver
    - (1). when trigger is pulled and revolver does not fire
    - (2). when trigger gets tight and cylinder will not turn
    - (3). when there is a squib load
  - c. Shotgun
    - (1). Failure to fire
    - (2). Failure to feed
    - (3). Failure to eject
2. Demonstration of safe handling procedures of weapon while on the range and identification of safe handling procedures of weapon on and off duty.

## **Performance Outcome 7.4.**

Fire a hand gun and shotgun in various combat situations using issued equipment.

## **Training Objective Related to 7.4.**

- A. Fire the deputy sheriff/jail officer's issued/approved weapon during daytime/low light and/or nighttime combat range exercises using issued/approved loading device, issued/approved holster and flashlight with 70% accuracy on two of the approved courses of fire, one of which must be a Virginia Modified Double Action course.

**Criteria:** The trainee shall be tested on the following:

- 7.4.1. Demonstrate fundamentals of shooting principles.
- 7.4.2. Fire a minimum of 200 rounds with issued (or equal to this) ammunition in daylight conditions using issued/approved weapon prior to qualification.
- 7.4.3. Qualify on two of the below selected courses of which one course must be one of the Virginia Modified Double Action Courses with approved targets under daylight conditions using issued (or equal to this) duty ammunition, weapon, and leather equipment:
  - a. Virginia Modified Double Action Course for Semi-automatic Pistols, 60 rounds, 7, 15, 25 yards shooting
  - b. Virginia Modified Double Action Course for Revolvers, 60 rounds, 7, 15, 25 yard shooting
  - c. Virginia Modified Combat Course I, 60 rounds, 25, 15, 7 yards shooting
  - d. Virginia Modified Combat Course II, 60 rounds, 25, 15, 7, 5, 3 yards shooting
  - e. Virginia Qualification Course I, 50 rounds, 25 to 5 yards shooting
  - f. Virginia Qualification Course II, 60 rounds, 3 to 25 yards shooting
  - g. Virginia Tactical Qualification Course I, 50 rounds, 5 or 7, 25 yards shooting
  - h. Virginia Tactical Qualification Course II, 36 rounds, 3 to 25 yards shooting
- 7.4.4. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime course for practice prior to qualification using the agency issued or approved handgun, duty holster, and loading device.

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- 7.4.4.1. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime qualification course with a 70% qualification score on each course.
- 7.4.4.2. Fire a minimum of 12 rounds with use of a flashlight in 7.4.3 above.
  - a. Identify the advantages and disadvantages of three methods of flashlight use with a weapon.
  - b. Identify the correct target threat by using flashlight techniques and weapon in hand.
- 7.4.4.3. Low light and nighttime practice and qualifications courses with time limitations and distances will be established by the school, agency, or academy board.
- 7.4.4.4. Fire from point shoulder positions, cover down positions, and barricade positions.
- 7.4.4.5. Fire using strong and weak hand as appropriate:
  - a. Standing position
  - b. Kneeling position
  - c. Prone position
- 7.4.4.6. Reload the weapon with emphasis on utilizing tactical reloads where appropriate
- 7.4.4.7. Correct any weapon stoppages that may occur
- 7.4.5. Fire familiarization drills using a minimum of 50 rounds (10 per position) with issued (or equal to this) ammunition to include:
  - 7.4.5.1. Moving forward and backward (deputy sheriff/jail officer and/or target).
  - 7.4.5.2. Moving side to side (deputy sheriff/jail officer and/or target).
  - 7.4.5.3. Use of cover and concealment.
  - 7.4.5.4. Shove and shoot.
  - 7.4.5.5. Seated straight/90 degrees to simulate shooting from a vehicle.
- 7.4.6. Fire the agency issued/approved shotgun during daylight/nighttime combat range exercises with 70% accuracy using silhouette or reactionary targets covering the following:

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- 7.4.6.1. Fire a minimum of 10 pre-qualification rounds of using the agency shotgun on a daylight course using approved single/multiple targets.
- 7.4.6.2. Fire a minimum of 10 rounds of agency issued shotgun rounds (buckshot and/or rifled slugs if issued) using the agency shotgun on a daylight course using approved single/multiple targets with 70% accuracy.
- 7.4.6.3. Fire a minimum of 10 pre-qualification rounds using the agency shotgun on a nighttime course using approved single/multiple targets.
- 7.4.6.4. Fire a minimum of 10 rounds of agency issued shotgun rounds (buckshot and/or rifled slugs if issued) using agency shotgun and approved single/multiple targets on a nighttime course with 70% accuracy.
- 7.4.6.5. Daylight and nighttime shotgun practice and qualification courses with time limitations and distances will be established by the school, agency, or academy board.

**Instructor Note: If a weapon other than a handgun or shotgun is used, then individuals must qualify according to criteria set by the school, agency or academy Board.**

**VIRGINIA MODIFIED DOUBLE ACTION COURSE FOR  
SEMI-AUTOMATIC PISTOLS  
Targets- B-21, B-21X, B-27, Q 60 ROUNDS, 7-25 YARDS  
Qualification Score: 70%**

Each deputy sheriff/jail officer is restricted to the number of magazines carried on duty. Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

**PHASE 1--7 YARD LINE...**With loaded magazine, On command fire 1 round in 2 seconds or fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

1. On command draw and fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.
2. On command draw and fire 6 rounds strong hand and 6 rounds weak hand in 20 seconds, make weapon safe and holster.

**PHASE 2--15 YARD LINE...**Point Shoulder Position

1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.
2. On command draw and fire 2 rounds in 3 seconds, holster and repeat until 6 rounds have been fired.
3. On command draw and fire 6 rounds in 12 seconds, make weapon safe and holster.

**PHASE 3--25 YARD LINE...**On command fire 6 rounds from prone, 6 rounds from kneeling and 6 rounds from standing until 18 rounds have been fired in 75 seconds, strong hand. The order of position and use of cover/concealment and decocking is optional with the instructor.

**SCORING**-B21, B21X targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent.  
B27 target-8,9,10,X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent.  
Q target-5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.



**INSTRUCTION'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.**

**VIRGINIA MODIFIED DOUBLE ACTION COURSE**

**FOR REVOLVERS**

**Targets- B21, B21X, B27, Q 60 ROUNDS, 7-25 YARDS**

**Qualification Score: 70%**

Double action only from secure, strapped-in holster.  
Range instructor to determine when to load.

**PHASE 1--7-YARD LINE...24 Rounds**

1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, holster, repeat until 6 rounds have been fired.
2. On command draw and fire 2 rounds in 3 seconds, holster, repeat until 6 rounds have been fired.
3. On command draw and fire 6 rounds strong hand, load and fire 6 rounds weak hand in 30 seconds.

**PHASE 2--15 YARD LINE...point shoulder position, 18 Rounds**

1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, holster and repeat until 6 rounds have been fired.
2. On command draw and fire 2 rounds in 3 seconds, holster and repeat until 6 rounds have been fired.
3. On command draw and fire 6 rounds in 12 seconds, holster weapon.

**PHASE 3--25 YARD LINE...**On command fire 6 rounds from the prone strong hand, 6 rounds kneeling strong hand and 6 rounds standing strong hand in 90 seconds.

(a) Order of position and use of cover/concealment is optional per instructor.

**SCORING**-B21, B21X targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 target-8,9,10,X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent.

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Q target-5 points inside the bottle, 3 points outside the bottle on the target.  
Divide by 3 to obtain percent.

**INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.**

**VIRGINIA MODIFIED COMBAT COURSE I**

**Targets-B21, B21X, B27, Q 60 ROUNDS, 25-7 YARDS**

**Qualification Score 70% Moving Course**

Range instructor to determine when to load.

**PHASE 1-3 Minute Course..At the 50 YARD LINE.**

1. Deputy Sheriff/Jail Officer on command runs to the **25 YARD LINE**, fires 12 rounds with strong hand kneeling, fires 12 rounds prone strong hand, 6 rounds standing strong hand, barricades may be used for cover/concealment.  
Order of positions and use of cover/concealment and decocking is optional per instructor.

**PHASE 2- 1 Minute...At the 25 Yard Line:**

1. Deputy Sheriff/Jail Officer on command runs to the **15 YARD LINE** fires 12 rounds standing strong hand, reloads and fires 6 rounds kneeling.

**PHASE 3- 25 Seconds...At the 15 Yard Line:**

1. Deputy Sheriff/Jail Officer on command runs to the **7 YARD LINE**, fires 6 rounds strong hand and 6 rounds weak hand.

**SCORING-B21, B21X, targets--used indicated K value with a maximum 300 points divided by 3 to obtain percent.**

B27 targets-8,9,10,X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent.

Q targets-5 points inside the bottle, 3 points outside the bottle on the target.  
Divide by 3 to obtain percent.

**INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.**

**VIRGINIA MODIFIED COMBAT COURSE II  
FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**

**Targets-B21, B21X, B27, Q 60 ROUNDS, 25-3 YARDS  
Qualification Score 70% Moving Course**

Range Instructor to determine when to load.

**PHASE 1**-90 seconds for **REVOLVERS**, 70 seconds FOR **SEMI-AUTOMATICS**.  
At the 50 YARD LINE:

1. Deputy Sheriff/Jail Officer on command runs to the **25 YARD LINE** and fires 6 rounds standing, fires 6 rounds from the prone and 6 rounds kneeling using strong hand. The order of positions and use of cover/concealment and decocking in between is optional with the instructor.

**PHASE 2**-30 seconds, at the 25 Yard Line:

1. Deputy Sheriff/Jail Officer on command runs to the **15 YARD LINE**, fires 6 rounds standing, 6 rounds kneeling.

**PHASE 3**-25 Seconds, at the 15 YARD LINE:

1. Deputy Sheriff/Jail Officer on command runs to the **7 YARD LINE**, fires 6 rounds strong hand and 6 rounds weak hand.

**PHASE 4**-At the **5 YARD LINE**.

1. On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence.

**PHASE 5**-At the **1 or 2 YARD LINE**, hip shooting.

1. On command draw and fire 6 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered.

**SCORING**-B21, B21X targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets-8,9,10,X rings=5 points, 7 ring=4 points, hits on silhouette= 3 points divided by 3 to obtain percent.

Q targets-5 points inside the bottle, 3 points outside the bottle on the target.

Divide by 3 to obtain percent.

**INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.**

**VIRGINIA QUALIFICATION COURSE 1  
FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**

**Targets-B21, B21X, B27, Q 50 ROUNDS, 25-5 YARDS**

**Qualification Score 70%**

**PHASE 1-AT the 25 YARD LINE, 75 seconds for Pistols, 95 seconds for Revolvers.**

1. On command with a fully loaded weapon fire 6 rounds prone, 6 rounds kneeling strong hand, 6 rounds standing strong hand. The order of the positions and use of cover/concealment and decocking in between is optional per instructor.

**PHASE 2- AT THE 25 YARD LINE, 8 Seconds for pistol or revolver.**

1. On command move to the **15 YARD LINE**, draw and fire 2 rounds and stay at cover down position.

**PHASE 3-Stay on the 15 YARD LINE, 3 seconds for pistols or revolvers.**

1. On command from cover down position fire 2 rounds, recover, maintain cover down position, repeat four times for 8 rounds.

**PHASE 4-20 seconds for pistols, 25 seconds for revolvers.**

1. At the 15 Yard Line on command move to the **7 YARD LINE**, draw and fire 12 rounds with a MANDATORY RELOAD.

**PHASE 5-20 seconds for pistols, 25 seconds for revolvers**

1. On command at the 7 YARD LINE move to the **5 YARD LINE**, draw and fire 5 rounds strong hand, **RELOAD** and fire 5 rounds weak hand.

**SCORING-B21, B21X targets-use indicated K value with a maximum 250 points multiplied by .4 to obtain percent.**

**B27 targets-8,9,.10,X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.**

**Q targets-5 points inside the bottle, 3 points outside the bottle on the target, multiply by .4. to get percent.**

**INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN TO CHALLENGE THE TARGET.**

**VIRGINIA QUALIFICATION COURSE II  
FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**

**Targets-B21, B21X, B27, Q 60 Rounds, 3-25 YARDS  
Qualification Score 70%**

**PHASE 1**-20 seconds, At the **3 YARD LINE**, on command draw and fire 6 Rounds standing with strong hand, **MAGAZINE CHANGE/RELOAD**, Fire 6 rounds standing with weak hand.

**PHASE 2**-at the **7 YARD LINE**, on command draw and fire 2 rounds in 3 seconds, holster, repeat until 12 rounds have been fired.

**PHASE 3**-10 seconds, at the **7 YARD LINE**, On command draw and fire 6 rounds kneeling.

**PHASE 4**-37 seconds, At the **15 YARD LINE**, on command fire 12 rounds standing, 6 rounds kneeling. SEMI-AUTOS must have MAGAZINE CHANGE.

**PHASE 5**-45 seconds, At the **25 YARD LINE**, on command fire 12 rounds, 6 rounds kneeling using barricade and 6 rounds standing using barricade for cover.

**SCORING**-B21, B21X, targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets-8,9,10,X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent.

Q targets-5 points inside the bottle, 3 points out of the bottle on the target. Divide by 3 to obtain percent.

**INSTRUCTOR'S DISCRETION WHEN TO HAVE DEPUTY SHERIFF/JAIL OFFICER TO USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.**

**VIRGINIA TACTICAL QUALIFICATION COURSE  
FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS  
Targets-B21, B21X, B27, Q 50 Rounds, 5/7-25 YARDS  
Qualification Score 70%**

Each deputy sheriff/jail officer restricted to number of magazines carried on duty. Magazines fully loaded. Instructor shall determine magazine changes.

**PHASE 1-At 5,7 OR FRACTION THERE OF**, point shoulder shooting, fire 2 rounds in 3 seconds for 12 rounds. After each two rounds, holster, repeat until 12 rounds have been fired.

1. On command draw and fire 6 rounds in 8 seconds, point shoulder position.
2. On command draw and fire 4 rounds in 8 seconds, strong hand only, point shoulder.
3. On command fire 4 rounds in 10 seconds, weak hand point shoulder.

**PHASE 2-At 15 YARD LINE**, point shoulder position

1. On command draw and fire 2 rounds in 3 seconds for 6 rounds. (Optional to holster after each 2 rounds)
2. On command draw and fire 6 rounds in 12 seconds.

**PHASE 3-At 25 YARD LINE**, 45 seconds for pistols, 60 seconds for revolvers.

1. On command assume kneeling position, draw and fire 6 rounds behind a barricade.
2. Fire 6 rounds, strong hand standing barricade position.

**SCORING-B21, B21X targets**-use indicated K value with a maximum 250 points multiply by .4 to obtain percent.

B27 targets-8,9,10,X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q targets-5 points inside the bottle, 3 points out of the bottle on the target, multiply by .4 to obtain percent.

**INSTRUCTOR'S DISCRETION WHEN TO HAVE DEPUTY SHERIFF/JAIL OFFICER USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.**

**VIRGINIA TACTICAL QUALIFICATION COURSE 2**

**FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**

**Targets-B21, B21X, B27, Q 36 ROUNDS, 3-25 YARDS**

**Qualification Score 70%**

Course begins with a charged and fully loaded weapon, all shots fired standing with strong hand, weapon at eye level with all shots placed high in the chest area unless directed otherwise by the instructor.

Weapons WILL NOT BE holstered until the target has edged or whistle has blown. At the end of each phase of fire, a tactical/combat reload will be executed before holstering.

If a reload is required it will be accomplished by using a combat or speed reloading technique.

Prior to the start of the course at the 7 YARD LINE, semi-auto pistol shooters will be advised to keep one magazine empty and load as directed by instructor in order to evaluate slide lock back, chamber empty and combat loads.

Revolver shooters will have reload time increased by 2 seconds at all stages of fire.

**PHASE 1-At 3 YARD LINE**, on command draw and fire 2 rounds in 3 seconds, one round in the body, one round in the head or groin and holster. Repeat 3 more times until 8 rounds have been fired.

REVOLVER shooter will reload before firing last four rounds.

**PHASE 2-At 7 YARD LINE**, (Prior to firing this stage, pistol shooters will be directed to do an in holster magazine exchange placing a magazine with 2 rounds in the pistol).

On command draw and fire 2 rounds strong hand, execute a combat or speed reload, transfers weapon to weak hand and fires 1 additional round in 10 seconds. Weapon remains out held in weak hand only and on command fires 3 rounds in 3 seconds and safely holsters. Total rounds fired 6.

**PHASE 3-At 7 YARD LINE**, draw and fire 4 rounds in 5 seconds and safely holster.

Repeat again for a total of 8 rounds. (Revolvers, top off cylinder before firing last 4 rounds).

**PHASE 4-At 15 YARD LINE**, standing, draw weapon to READY GUN and wait command to fire. On command fire 2 rounds in 3 seconds, return to READY GUN. On command fire 2 rounds, execute a combat or speed reload fire 2

additional rounds and return to READY GUN. **12 SECONDS allotted to fire rounds 3 & 4, reload and fire 2 additional rounds.** On command fire 2 rounds in 3 seconds, safely holster. Total rounds fired 8.

**VIRGINIA TACTICAL QUALIFICATION COURSE 2 (cont..from 25 yard line)**

**PHASE 5-AT 25 YARD LINE**, Shooter stands beside cover (barricade), On command retreats behind cover, draws on the move and from behind cover, assumes strong side kneeling position, leans out from behind the cover, fires 2 rounds strong side kneeling in 12 seconds and holsters.

Shooter stands beside cover (barricade) and on command shooter retreats behind cover and assumes strong side standing position, leans out from behind cover and fires 2 rounds, strong side standing in 12 seconds and holsters.

Shooter again retreats behind cover, assumes weak side standing position, leans out from behind cover and fire 2 rounds weak side standing and holsters.

**WHEN SHOOTER RETREATS BEHIND COVER, ALL WEAPONS WILL BE DECOCKED AND TRIGGER FINGER PLACED OUTSIDE AND ABOVE THE TRIGGER GUARD. FAILURE TO DO SO IS A SAFETY VIOLATION AND NONE OF THE ROUNDS FIRED WILL BE SCORED.** This course of fire is to teach looking for and moving to cover.

**SCORING**-B21, B21X, B27 targets-used indicated K value with a maximum 180 points divide by 1.8 to obtain percent.

B27 target-8,9,10,X rings=5 points, 7 rings=4 points, hits on silhouette=3 points, divide by 1.8 to obtain percent.

Q targets-5 points inside the bottle, 3 points out of the bottle and on the target multiply by 1.8 to obtain percent.

**INSTRUCTOR'S DISCRETION WHEN TO HAVE THE DEPUTY SHERIFF/JAIL OFFICER USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.**



### **Performance Outcome 7.5.**

Secure weapons while off duty. (Revolvers, Semi-automatic weapons, Shotguns)

### **Training Objective Related to 7.5.**

- A. Given a written exercise, identify reasons for and methods for avoiding firearms accidents while off duty.

**Criteria:** The trainee shall be tested on the following:

7.5.1. Reasons for security

- 7.5.1.1. Prevent injury and unauthorized access (§ 18.2-56.2)
- 7.5.1.2. Minimize theft opportunity (separate ammunition from the weapons)

7.5.2. Methods for security

- 7.5.2.1. Lock box
- 7.5.2.2. Trigger lock
- 7.5.2.3. Cable lock
- 7.5.2.4. Disassemble weapon

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Reasons for security

- a. Prevent injury and unauthorized access (§ 18.2-56.2)
- b. Minimize theft opportunity (separate ammunition from the weapons)

2. Methods for security

- a. Lock box
  - (1). loaded
  - (2). unloaded
- b. Trigger lock
  - (1). unloaded
- c. Cable lock
  - (1). unloaded
- d. Disassemble weapon

## **Performance Outcome 7.6.**

Carry a firearm when off duty. (Revolver, Semi-automatic weapon)

## **Training Objective Related to 7.6.**

- A. Given a written exercise, identify the factors to consider when carrying a firearm while off duty. (Revolver, Semi-automatic weapon)

**Criteria:** The trainee shall be tested on the following:

- 7.6.1. Identification of the requirements for carrying a firearm off duty
  - 7.6.1.1. A deputy sheriff/jail officer must comply with department policy relating to carrying a firearm while off duty
  - 7.6.1.2. A deputy sheriff/jail officer must qualify with the off duty firearm.
- 7.6.2. Identification of statutes that regulate the carrying of firearms while off duty.
- 7.6.3. Identification of the impact that alcohol consumption, prescription drugs, or over-the-counter medication may have on judgment relating to use of firearms while off duty.
- 7.6.4. Identification of conditions that should be maintained while carrying a firearm off duty.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of the requirements for carrying a firearm while off duty.
  - a. A deputy sheriff/jail officer must comply with department policy relating to carrying a firearm while off duty.
  - b. A deputy sheriff/jail officer must qualify with the off duty firearm.
2. Identification of statutes that regulate the carrying of firearms while off duty.
3. Identification of the impact that alcohol consumption, prescription drugs, or over-the-counter medication may have on judgment relating to use of firearms while off duty.
4. Identification of conditions that should be maintained while carrying a firearm off duty
  - a. Concealed
  - b. Secure (retaining device)
  - c. Accessible
  - d. Law enforcement i.d. with weapon
  - e. Jurisdiction
  - f. Training
5. Identification of response to being stopped by on-duty officer:
  - a. Upon being challenged, members will remain motionless unless given a positive directive otherwise.
  - b. Members will obey the commands of the challenging member, whether or not he/she is in uniform. This may entail submission to arrest.
  - c. Members will not attempt to produce identification unless and until so instructed.
  - d. If circumstances permit, members may verbally announce their identity and state the location of their badge and credentials.
  - e. Members should ask the challenger to repeat any directions or questions that are unclear and should never argue with challenger.
  - f. Challenged members will follow all instructions received until recognition is acknowledged.

## **Performance Outcome 7. 7.**

Determine the need for use of deadly force and take appropriate action.

## **Training Objective Related to 7. 7.**

- A. Given a practical exercise or case scenario(s) using the following criteria, evaluate person(s) as an immediate deadly force threat, use judgment as to when to draw a weapon, cover a suspect, and/or use the weapon while utilizing a safe position, providing verbal direction to the suspect and using available cover.

**Criteria:** The trainee shall be tested on the following:

- 7.7.1. Deputy/Jail Officer will determine whether or not use of deadly force is necessary.
  - a. intent
  - b. ability
  - c. means
  - d. opportunity
- 7.7.2. Deputy/Jail Officer will determine whether or not the use of a firearm would be justified.
- 7.7.3. Deputy/Jail Officer will identify the use of a vehicles as a force on the force continuum.
- 7.7.4. Deputy/Jail Officer will evaluate a moving target as an immediate deadly force threat and that the officer has no alternative but to shoot at the moving target
  - a. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

- 7.7.5. Identify the extreme hazards to be encountered in attempting to shoot while in motion.

Example: Shooting from a moving vehicle.

- a. The practice of shooting from a moving vehicle is in most cases not practical and places the Deputy/Jail Officer and public in severe danger.

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- b. Alternative measures should be employed by the Deputy/Jail Officer if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.
  - c. The danger Deputy/Jail Officers place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun-fire while operating a moving vehicle in a safe and responsible manner.
  - d. The risk to the Deputy/Jail Officer and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the Deputy Sheriff/Jail Officer or the public in order for a Deputy Sheriff/Jail Officer to make an attempt to stop that person by firing from a moving vehicle.
- 7.7.6. Describe reasons why warning shots should not be fired.
- a. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.
  - b. Shooting is normally a last resort option.
  - c. There is no ability to determine the effect of a warning shot on the person.
  - d. The Deputy/Jail Officer is accountable for where the round goes or ends up.
    - 1. Bullet may ricochet
    - 2. Deputy/Jail Officer cannot determine where bullet will land
  - e. May be illegal in some circumstances.
- 7.7.7. Identify at least three potential deadly force scenarios.
- 7.7.8. Identify other alternatives that the Deputy/Jail Officer may consider using before using deadly force.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Deputy Sheriff/Jail Officer will determine whether or not use of deadly force is necessary.
  - a. intent
  - b. ability
  - c. means
  - d. opportunity
2. Deputy Sheriff/Jail Officer will determine whether or not the use of a firearm would be justified
3. Deputy Sheriff/Jail Officer will identify the use of a vehicle as a force on the force continuum.
4. Deputy Sheriff/Jail Officer will evaluate a moving target as an immediate deadly force threat and that the Deputy Sheriff/Jail Officer has no alternative but to shoot at the moving target
  - a. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

5. Identify the extreme hazards to be encountered in attempting to shoot while in motion.

Example: shooting from a moving vehicle.

- a. The practice of shooting from a moving vehicle is in most cases not practical and places the Deputy Sheriff/Jail Officer and public in severe danger.
  - b. Alternative measures should be employed by the Deputy Sheriff/Jail Officer if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.
  - c. The danger Deputy Sheriffs/Jail Officers place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun-fire while operating a moving vehicle in a safe and responsible manner.
  - d. The risk to the Deputy Sheriff/Jail Officer and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the Deputy Sheriff/Jail Officer or the public in order for a Deputy Sheriff/Jail Officer to make an attempt to stop that person by firing from a moving vehicle.
6. Describe reasons why warning shots should not be fired.

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- a. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.
  - b. Shooting is normally a last resort option.
  - c. There is no ability to determine the effect of a warning shot on the person.
  - d. The Deputy Sheriff/Jail Officer is accountable for where the round goes or ends up.
    - (1). Bullet may ricochet
    - (2). Deputy Sheriff/Jail Officer cannot determine where bullet will land
  - e. Firing warning shots may be illegal in some circumstances.
7. Identify at least three potential deadly force scenarios.
8. Identify other alternatives that the Deputy Sheriff/Jail Officer may consider using before using deadly force.



## **Performance Outcome 8.1.**

Operate agency vehicle on various road surfaces and conditions.

## **Training Objective Related to 8. 1.**

- A. Given a written exercise, identify factors to consider related to the operation of a vehicle.
- B. Given a practical exercise, identify or demonstrate methods of control of a vehicle while driving on dry, wet, icy, or snow covered pavement; dirt or loose gravel road; or skidpan.
- C. Demonstrate the techniques for recovery from off road at various speeds during a written or practical exercise.

**Criteria:** The trainee shall be tested on the following:

Given a written exercise:

- 8.1.1. Identify the three components of defensive driving and their effect on vehicle accidents.
  - a. driver
  - b. vehicle
  - c. environment
- 8.1.2. Identify the five steps of defensive driving
  - a. Scan
  - b. Identify
  - c. Predict
  - d. Decide
  - e. Execute
- 8.1.3. Identify driving movements that most frequently contribute to vehicle accidents.
- 8.1.4. Identify the importance of seat belts, air bags, and other vehicle safety devices.
- 8.1.5. Identify the different characteristics of low light driving to daytime driving and how the human eye is affected.
- 8.1.6. Identify factors that influence the overall stopping distance of a vehicle.
- 8.1.7. Identify the effect speed on observation and perception during transport.
- 8.1.8. Identify causes and steps to correct skids
- 8.1.9. Identify liability issues related to operating a transport vehicle.
- 8.1.10. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).
- 8.1.11. Identify the requirement of vehicle operators to obey all traffic laws.
- 8.1.12. Identify the time limits for vehicle operators (number of hours permitted to drive within a 24 hour period).

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Given a practical exercise:

- 8.1.13. Demonstrate a physical and visual inspection of an agency vehicle.
- 8.1.14. Demonstrate the proper usage of a safety belt in the operation of an agency vehicle.
- 8.1.15. Demonstrate the proper techniques of acceptable steering methods for an agency vehicle.
  - a. hand position on the steering wheel
  - b. shuffle steering
- 8.1.16. Demonstrate the proper techniques in braking (with or without ABS) a transport vehicle.
  - a. heat/cool
  - b. threshold
  - c. anti-lock braking systems
- 8.1.17. Demonstrate the proper techniques in backing a transport vehicle.
- 8.1.18. Demonstrate control a transport vehicle using acceptable techniques in the following vehicle movements:
  - a. parking
  - b. "Y" turn
  - c. backing
- 8.1.19. Operate an agency vehicle in night conditions.
- 8.1.20. Skid control techniques
- 8.1.21. Braking control techniques
- 8.1.22. Steering control techniques
- 8.1.23. The techniques in correct order for recovery for two wheels off road to four wheels on road.
- 8.1.24. The techniques for four wheels off road to four wheels on road.
- 8.1.25. The areas of reduced traction.

**NOTE: Academy supplied van or agency supplied transport vehicle shall be used for practical demonstrations.**

**Lesson Plan Guide:** The lesson plan shall include the following:

1. The components of a physical and visual inspection of an agency vehicle.
2. The three components of defensive driving and their effect on transport vehicle accidents.
  - a. driver
  - b. vehicle
  - c. environment
3. The five steps of defensive driving:
  - a. Scan
  - b. Identify
  - c. Predict
  - d. Decide
  - e. Execute
4. Driving movements that most frequently contribute to vehicle accidents.
5. The importance of seat belts, air bags, and other vehicle safety devices.
6. The different characteristics of low light driving to daytime driving and how the human eye is affected.
7. Factors that influence the overall stopping distance of a vehicle.
8. The effect speed on observation and perception during transport.
9. Causes and steps to correct skids
10. Liability issues related to operating a transport vehicle
11. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).
12. Identify the requirement of transport vehicle operators to obey all traffic laws.
13. Identify the time limits for transport vehicle operators (number of hours permitted to drive within a 24 hour period).

**Practice:**

1. Demonstration of a physical and visual inspection of a transport vehicle.
2. Demonstration of the proper usage of a safety belt in the operation of law enforcement vehicle.
3. Demonstration of the proper techniques of acceptable steering methods.
  - a. hand position on the steering wheel
  - b. shuffle steering
4. Demonstration of proper techniques in braking (with/without ABS) a transport vehicle.
  - a. heat/cool
  - b. threshold
  - c. anti-lock braking systems
5. Demonstration of the proper techniques in backing a transport vehicle.
6. Demonstration of the control of a transport vehicle using acceptable techniques in the following vehicle movements:
  - a. parking
  - b. "Y" turn
  - c. backing
  - d.

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7. Operation of a transport vehicle in night conditions
8. Skid control techniques
9. Braking control techniques
10. Steering control techniques
11. The techniques in correct order for recovery for two wheels off road to four wheels on road.
12. The techniques for four wheels off road to four wheels on road.
13. The areas of reduced traction.

## Performance Outcome 8. 2.

Transport person(s) to various locations outside of the institution.

## Training Objective Related to 8. 2.

- A. Given a written or practical exercise, identify the steps involved in transporting person(s) not in custody.
- B. Given a written or practical exercise, identify the steps involved in transporting person(s) in custody to various locations outside of the institution.

**Criteria:** The trainee shall be tested on the following:

- 8.2.1. Use proper procedures for transporting and escorting person(s) not in custody.
  - 8.2.1.1. Identify procedure for transporting and escorting a person for the purpose of obtaining personal property from a person under a restraining order.
  - 8.2.1.2. Identify procedure for transporting individuals in other non-custody circumstances.
- 8.2.2. Use proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody.
  - 8.2.2.1. Secure subject with multiple restraints (handcuffs, leg irons, waist belt or chain).
  - 8.2.2.2. Search waistband and pockets for weapons.
  - 8.2.2.3. Search head to toe.
  - 8.2.2.4. Walk behind the subject with weapon side away; if necessary for balance, assist subject by supporting under arm.
  - 8.2.2.5. Allow reaction space if possible.
  - 8.2.2.6. Check security of transport vehicle before and after transport including all doors, floor, and ceiling.
  - 8.2.2.7. Vehicle with cage
    - a. Place subject in right rear with proper restraints and seatbelt.
    - b. Adjust inside mirror to provide visual observation of subject.
  - 8.2.2.8. Vehicle without cage
    - a. Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.
    - b. Make sure weapon is secure or placed away from potential access by subject.
  - 8.2.2.9. Upon arriving at destination, visually check area for possible security risks then unload subject and move inmate to appropriate area.
  - 8.2.2.10. Observe subject and surroundings to ensure security and officer safety.
  - 8.2.2.11. Do not allow yourself to be distracted from subject observation and control.
    - a. Do not relax after cuffing.

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- b. Do not let prisoner out of your sight.
- 8.2.3. Identify procedure for securing, searching, and transporting persons or inmates who meet the criteria of an emergency custody order or temporary detention order.
- 8.2.4 Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Use proper procedures for transporting and escorting person(s) not in custody.
  - a. Identify department policy and procedure for transporting and escorting a person for the purpose of obtaining personal property from a person under a restraining order.
    - (1). Be mindful of officer/person security and safety
    - (2). If possible, use two officers
    - (3). Be prepared to use conflict communication techniques to keep the situation calm and permit escorted person to retrieve personal property.
    - (4). Be prepared to make a judgment on allowing the person under the restraining order to remain on the premises during retrieval of personal property. If situation remains calm, the person may remain as long as the protected person feels safe. If necessary, be prepared to require the individual under the protective order to go to another location during the retrieval.
  - b. Identify department policy and procedure for transporting individuals in other non-custody circumstances, i.e., ride-alongs, jurors, government officials, etc.
    - (1). Release of liability
    - (2). Security of criminal history information
2. Use proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody.
  - a. Handcuff subject with hands to rear if injury/illness permits, otherwise restrain as appropriate (on gurney, if needed)
  - b. Search waistband and pockets for weapons
  - c. Search head to toe
  - d. Walk behind the subject with weapon side away
  - e. Allow reaction space if possible.
  - f. Load into transport vehicle check security of all doors, floor, and ceiling.
  - g. Vehicle with cage
    - (1). Place in right rear with proper restraints and seatbelt.
    - (2). Adjust inside mirror to provide visual observation of prisoner.
  - h. Vehicle without cage
    - (1). Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.
    - (2). Make sure weapon is secure or placed away from potential access by subject.
  - i. Upon arriving at destination, visually check area for possible security risks then unload and move inmate to appropriate medical area.
  - j. Observe subject and surroundings to ensure security and officer safety.
  - k. Do not allow yourself to be distracted from inmate observation and control.
    - (1). Do not relax after cuffing.
    - (2). Do not let prisoner out of your sight.

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3. Identify procedure for securing, searching, and transporting subjects who meet the criteria of an emergency custody order or temporary detention order.
  - a. Procedures for persons subject to an emergency custody order are the same as number 2 above.
4. Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.
  - a. It is critical to communicate the statements or behavioral observations to person assuming custody since the individual being transported may attempt to do violence to him/herself or others.
  - b. If no one appears to be paying attention to the information you are giving, write it down and leave it. Make a field note regarding this. This will provide some protection with respect to liability.



### **Performance Outcome 8.3.**

Transport ill or injured subject to receive medical care.

### **Training Objective Related to 8.3.**

- A. Given a written exercise, identify the steps involved to transport an ill or injured subject to receive medical care.

**Criteria:** The trainee shall be tested on the following:

- 8.3.1. Identify appropriate medical and biohazard precautions to take should subject possibly have an airborne or bloodborne pathogen (tuberculosis, HIV, etc.).
  - 8.3.1.1. Protective masks and personal protective equipment
  - 8.3.1.2. Cleaning hands, face, masks and vehicle after transport
- 8.3.2. Secure subject as injury/illness permits.
- 8.3.3. Use all other security practices noted in standard 8.2.
- 8.3.4. Do not allow yourself to be distracted from subject observation and control even though responding to a medical need of the subject.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify appropriate medical and biohazard precautions to take should subject possibly have an airborne or blood borne pathogen.
  - a. Protective masks and personal protective equipment
  - b. Cleaning hands, face, masks and vehicle after transport
2. Secure subject as injury/illness permits.
3. Use all other security practices noted in standard 8.2.
4. Do not allow yourself to be distracted from inmate observation and control even though responding to a medical need of the subject.

**Instructor Notes: 1. Advise trainees to identify department policy related to medical transports involving rescue squad or other non-agency vehicle. 2. Advise trainees to identify department policy related to non-traditional medical transports, i.e. pregnant inmate, disabled inmate (various disabilities).**

**Jail Performance Outcomes -- Category 9**

**Field Training**

In conjunction with completing basic academy training, the deputy/jail officer must identify requirements related to the employing agency, and community resources and agencies that may assist a person in need. Expected performance outcomes include this basic knowledge and cover the following:

**9.1. – 9.31. Policies, Procedures, and Operations**

- 9.1. Identify agency policy regarding professional appearance related to clothing and grooming.
- 9.2. Identify agency policy and procedures for handling violations of professional, ethical, or legal standards of conduct by fellow deputies/jail officers.
- 9.3. Identify agency policies related to commitment and treatment of prisoners.
- 9.4. Identify agency policy and procedure related to treatment of juvenile offenders.
- 9.5. Identify agency policy and procedure related to communicating information about a prisoner to internal and external authorities.
- 9.6. Identify agency policy and procedure for obtaining assistance for communicating with various cultural backgrounds or with various disabilities.
- 9.7. Identify agency policy and procedure related to receiving, securing, and disbursing funds from an inmate's personal account.
- 9.8. Identify agency policy related to file and retrieving records in agency system.
- 9.9. Identify agency policy related to removing a report from agency records system as appropriate and required by law and when assigned to make this removal.
- 9.10. Identify agency policy for reporting maintenance problems.
- 9.11. Identify agency policy for performing a safety inspection.
- 9.12. Identify agency policy and procedures for participating in searches with multiple agencies.
- 9.13. Identify agency policy and procedure for conducting interrogations.
- 9.14. Identify agency policy regarding the communication of emergency messages.

- 9.15. Identify agency policy and procedure for documenting proceedings related to dealing with emotionally upset individuals.
- 9.16. Identify agency policy and procedure for documenting proceedings related to a inmate who commits suicide.
- 9.17. Identify agency policy and procedures for obtaining an emergency custody order or temporary detention order.
- 9.18. Identify department policy related to explaining a violation of county or municipal ordinance(s) that is the basis for issuing a summons to a violator.
- 9.19. Identify department policy relating to use of discretion regarding a violation of law or ordinance.
- 9.20. Identify agency policy and procedure for establishing and tracking chain of custody of evidence.
- 9.21. Identify agency policy, procedure, and documentation required for return of property held as evidence when lawfully released.
- 9.22. Identify agency policy and procedure for making a warrantless arrest.
- 9.23. Identify agency policy regarding information that may be given to families of adult defendants.
- 9.24. Identify agency policy and procedure to initiate inmate disciplinary actions.
- 9.25. Identify agency policy and procedure to issue and document provision of non-prescription and prescription medicine in the absence of medical staff.
- 9.26. Identify agency policy related to sexual harassment in the workplace.
- 9.27. Identify agency policy and procedure related to operation of emergency vehicles.
- 9.28. Identify agency policy and procedures to follow upon the death of an inmate.
- 9.29. Identify agency policy and procedure for interrogations.
- 9.30. Identify department policy related to use of records, documents, and reports within the department.
- 9.31. Identify department policy and procedure for transporting and escorting a person for the purpose of obtaining personal property from a person under a restraining order

**9.32 – 9.37. Use of Force, Weapons Use**

- 9.32. Identify agency policy related to use of force.
- 9.33. Identify agency policy related to use of restraints, weapons (including impact weapons), electronic immobilization devices, and chemical sprays.
- 9.34. Identify agency policy and procedure for documenting injuries to a prisoner.
- 9.35. Identify agency policy and procedure for documenting injuries to staff.
- 9.36. Identify agency policy and procedure for documenting incidents that required a use of force.
- 9.37. Identify agency policy related to carrying a firearm while off duty.

**9.38. – 9.40. Transporting Prisoners**

- 9.38. Identify agency policy related to medical transports involving rescue squads or other non-agency vehicle.
- 9.39. Identify agency policy related to non-traditional medical transports, i.e., pregnant inmate, disabled inmate (various disabilities), etc.
- 9.40. Identify agency policy and procedure for searching, securing, and transporting a prisoner to mental health facility

**9.41 – 9.44. Safety Training**

- 9.41. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.
- 9.42. Demonstrate use of protective gear for air borne pathogens.
- 9.43. Notify persons exposed to blood or body fluids while assisting a deputy or jail officer that they have a right to the test results for HIV or hepatitis.
- 9.44. Identify procedure for a deputy or jail officer to follow to obtain a blood sample from an individual related to a blood exposure.

**9.45 – 9.61. General Tasks**

- 9.45. Stand, walk or sit for more than half of work shift.
- 9.46. Perform duties while wearing heavy equipment other than a gun belt (SCBA, Scott Air Pack, Ballistic Vest, Riot Gear).
- 9.47. Participate in drills (fire, disaster, hostage situations, and/or evacuations).
- 9.48. Facilitate group meetings within facility, if assigned.
- 9.49. Review incoming and outgoing mail and distribute mail.
- 9.50. Operate controls and radios for facility.
- 9.51. Inspect security devices and report deficiencies.
- 9.52. Maintain security of keys and tools and report discrepancies.
- 9.53. Report and document need for repairs to any equipment or tools used in the facility.
- 9.54. Inspect/wear emergency response equipment and protective gear/apparatus of agency and report any deficiencies.
- 9.55. Operate agency fire extinguisher to extinguish fires.
- 9.56. Check audio/video communications equipment for proper operation and report any deficiencies.
- 9.57. Discuss any personal or on-the-job problems with your supervisor.
- 9.58. Inspect electrical wiring, plugs, and receptacles for operation and safety.
- 9.59. Inventory forms and other supplies.
- 9.60. Test emergency power supply when directed.
- 9.61. Fingerprint subject for commitment to jail if assigned.

**Court Security Officer Performance Outcomes****Category 9 – Field Training**

In conjunction with completing basic academy training, the court security officer must identify requirements related to the employing agency, and community resources and agencies that may assist in job performance. Expected performance outcomes include this basic knowledge and cover the following:

**9.1. – 9.7. Policies, Procedures, and Operations**

- 9.1. Identify agency policy regarding professional appearance related to clothing and grooming.
- 9.2. Identify agency policy and procedures for handling violations of professional, ethical, or legal standards of conduct by fellow deputies/court security officers.
- 9.3. Identify agency policies related to security of prisoners in court and determining any special security needs.
- 9.4. Identify agency policy and procedure related to treatment of juvenile prisoners.
- 9.5. Identify agency policy and procedure related to communicating information about a prisoner to internal and external authorities.
- 9.6. Identify agency policy and procedure for obtaining assistance for communicating with various cultural backgrounds or with various disabilities.
- 9.7. Identify department policy relating to emergency evacuation plans for courtrooms and courthouses.
- 9.8. Identify department policy and procedures related to jury protection and jury sequestering.

**Process Service Officer Performance Outcomes****Category 9 – Field Training**

In conjunction with completing basic academy training, the process service officer must identify requirements related to the employing agency, and community resources and agencies that may assist job performance. Expected performance outcomes include this basic knowledge and cover the following:

**9.1. – 9.6. Policies, Procedures, and Operations**

- 9.1. Identify agency policy regarding professional appearance related to clothing and grooming.
- 9.2. Identify agency policy and procedures for handling violations of professional, ethical, or legal standards of conduct by fellow process service officers.
- 9.3. Identify agency policy and procedure related to communicating information about service of process to internal and external authorities.
- 9.4. Identify agency policy and procedure for obtaining assistance for communicating with various cultural backgrounds or with various disabilities.
- 9.5. Identify agency policy and procedures for eviction when an outstanding warrant exists.
- 9.6. Identify department policy related to explaining a violation of county or municipal ordinance(s) that is the basis for service of process.



**Performance Outcome 1. 1.**

Supervise prisoners in court and maintain security of prisoners.

**Training Objective Related to 1. 1.**

- A. Given a written and practical exercise, identify and demonstrate the steps for supervising prisoners in court.
- B. Given a written and practical exercise, identify the requirements for maintaining security of prisoners.
- C. Given a written exercise, identify the steps to take persons into custody for outstanding criminal charges.

**Criteria:** The trainee shall be tested on the following:

- 1.1.1. Officer safety considerations when supervising prisoners in court.
- 1.1.2. The requirements for maintaining security of prisoners that are not restrained.
- 1.1.3. Steps for taking persons into custody for outstanding criminal charges.

**Lesson Plan Guide:** The lesson plan shall include the following:

- A. Officer safety considerations when supervising prisoners in court.
  - 1. Communicate expectations of behavior to the prisoner in a clear and direct manner.
    - (a). No sudden movements
    - (b). No talking
    - (c) Face forward
    - (d) Prisoner to be in front of deputy at all times
    - (e) Prisoner never to be allowed to lag behind
    - (f) Allow for slow movement of prisoners in leg restraints
  - 2. Deputy must not allow span of control to be broken
- B. Maintain security of prisoners that are not restrained.
  - 1. Prisoner never permitted to have verbal or physical contact with anyone other than his attorney or court personnel.
  - 2. Anticipate prisoner actions.
  - 3. Sit behind prisoner in such a manner as to prevent escape or threat to judge or other court personnel.
  - 4. Accompany prisoner to bench and/or witness box.
  - 5. Remain alert.
  - 6. Be prepared to subdue prisoner immediately prior to sentencing.
- C. Take persons into custody for outstanding criminal charges.
  - 1. Explain and execute warrant on person to be taken into custody.
  - 2. Place subject in restraints.
  - 3. Move subject immediately from courtroom to secure area.
  - 4. Perform search per department policy.
  - 5. Place prisoner in holding cell or other designated secure area per department policy.
  - 6. Notify appropriate staff to have subject transported to jail.

**Instructor Note:** Advise trainees that a recommendation may be made by the sheriff's office regarding special security needs, i.e. restraints, extra staff, etc.

**Performance Outcome 1. 2.**

Search courtrooms and court related areas for hidden weapons and contraband.

**Training Objective Related to 1. 2.**

- A. Given a written and/or practical exercise, identify and demonstrate the procedure for searching a courtroom and court related areas for hidden weapons and contraband.

**Criteria:** The trainee shall be tested on the following:

- 1.2.1. Times to conduct searches
- 1.2.2. Areas and articles to be searched
- 1.2.3. Areas in a courtroom where weapons or contraband might be hidden
- 1.2.4. Key considerations for performing a courtroom search
- 1.2.5. Chain of custody requirements.

**Lesson Plan Guide:** The lesson plan shall include the following:

- A. Times to conduct searches
  - 1. Prior to each session
  - 2. After each recess
  - 3. At adjournment at the end of the day
  - 4. Any time when alerted that there is a possibility of a weapon in the courtroom
  - 5. After a search, the courtroom must remain securely locked or kept under direct surveillance by the court security deputy.
- B. Areas and articles to be searched
  - 1. Exterior
    - a. Parking lot
    - b. Landscaping
    - c. Trash receptacles
    - d. Exterior of building by walking around it.
  - 2. Interior – Public areas
    - a. Trash receptacles
    - b. Chairs (including behind and bottom)
    - c. Public restrooms
      - (1). Towel dispensers
      - (2). Under sinks
      - (3). Trash receptacles
    - d. Dropped ceilings
    - e. Others as instructor may identify
  - 3. Interior -- Courtroom
    - a. Gallery area including benches and chairs (behind and bottom)
    - b. Attorney table (top and underneath)
    - c. Court reporter area
    - d. Clerks desk
    - e. Judge's bench
    - f. Prisoner corridors
    - g. Jury deliberation rooms
    - h. Dropped ceilings
    - i. Others as instructor may identify
  - 4. Holding cells or holding areas.
    - a. 360 degree search
    - b. Bend over/kneel to search under stationary objects (bed, behind toilets, etc.)
    - c. Grid search of areas (dividing areas into grids to search every inch)

- d. Use of mechanical devices available in your agency to assist with searches
  - e. Demonstrate ability to extend arm to reach and search tight spaces.
  - f. Hold a flashlight in various positions while performing a cell/area/building search.
  - g. Identify other resources available to your agency to perform searches, i.e., bomb or drug sniffing dogs, robots, etc.
5. Key considerations for performing a courtroom search
- a. Be systematic
  - b. Be thorough
  - c. Use common sense and instinct
  - d. If contraband is located, do not remove until crime scene processing is complete per department policy
  - e. Store evidence per department policy
  - f. Use safety precautions, do not touch anything suspicious
  - g. If a suspicious object is found:
    - (1) Secure immediate area
    - (2) Secure the court
    - (3) Notify supervisor
  - j. Document date and time search was performed
6. Techniques for courtroom and area searches
- a. 360 degree search
  - b. Bend over/kneel to search under stationary objects (benches, fountains, vehicles, etc.)
  - c. Grid search of areas (dividing areas into grids to search every inch)
  - d. Demonstrate ability to extend arm to reach and search tight spaces.
  - e. Hold a flashlight in various positions while performing a courtroom search.
  - f. Use mechanical devices available in your agency to perform searches (extension mirrors, etc.)
  - g. Identify other resources available to your agency to perform searches, i.e. bomb or drug sniffing dogs, robots, etc.
7. Chain of custody requirements. Reference the Division of Forensic Science Evidence Handling and Laboratory Capabilities Guide, November, 2003.

**Performance Outcome 1. 3.**

Conduct periodic security checks to identify, correct and document any security breaches.

**Training Objective Related to 1. 3.**

- A. Given a written exercise, identify the procedures for security checks.
- B. Given a practical exercise, demonstrate the procedures for security checks.

**Criteria:** The trainee shall be tested on the following:

- 1.3.1. The frequency of security checks
- 1.3.2. Examples of equipment to be included in a security check
- 1.3.3. Response to duress alarms
- 1.3.4. Identification of power sources
- 1.3.5. Identify actions to take related to individuals not complying with security requirements or engaging in suspicious activity.
- 1.3.6. Documentation of actions taken

**Lesson Plan Guide:** The lesson plan shall include the following:

1. The frequency of security checks
  - a. Daily checks
  - b. Regularly scheduled checks per department policy
  - c. Random checks
2. Examples of equipment to be included in a security check
  - a. Security equipment
  - b. Telemonitors (identify restrictions for use)
  - c. Doors
  - d. Locks
  - e. Magnetometers
  - f. Power sources
  - g. X-ray machines (identify safety precautions)
  - h. Duress alarms
    - (1). Be aware of both location and use of all duress alarms
      - (a). Judges bench
      - (b). Staff positions in courtroom (clerk)
      - (c). Judges chambers
      - (d). Court clerk's offices
    - (2). Test alarms periodically to ensure proper function
    - (3). Notify court security station or control room and law enforcement agency prior to a test being conducted.
  - i. Mechanical/electrical/utility rooms or closets
  - j. Environmental control systems, i.e., heating/ac ventilation system
  - k. Document in writing the date and times of security checks
3. Response to duress alarms
  - a. Identify department procedure to respond to duress alarm from each location where a duress alarm is located.
  - b. Practice a response to a duress alarm (instructor may develop an appropriate case scenario for this)
  - c. Document in writing all of the information that should be identified based on an alarm response.
    - (1). Date and time
    - (2). Incident information (parties involved, activities occurring, why the alarm was sounded)
    - (3). Actions of responding deputies (what the deputies did in response and the results of their actions)
4. Identification of power sources
  - a. Identify the importance of knowing where power sources are located and how to disable/reset power.
  - b. Identify how these may need to be used in a security response.
  - c. Identify emergency power sources.
  - d. Identify access panels.

5. Investigate and take appropriate action related to individuals not complying with security requirements or engaging in suspicious activity.
6. Documentation of actions taken on regular security checks
  - a. Date and time
  - b. Locations checked
  - c. Note locations as secure or if breaches are noted and actions taken to correct these



**Performance Outcome 1. 4.**

Evacuate courtrooms and court buildings in an emergency.

**Training Objective Related to 1. 4.**

- A. Given a written and /or practical exercise, identify or demonstrate procedures for evacuating a courtroom and court building during an emergency.

**Criteria:** The trainee shall be tested on the following:

- 1.4.1. Knowledge of the court building layout
- 1.4.2. Secure evacuation of prisoners
- 1.4.3. Evacuation of judges
- 1.4.4. Evacuation of jurors
- 1.4.5. Evacuation of general public and courthouse employees

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify the layout of the court building
  - a. Location of elevators
  - b. Location of stairwells
  - c. Location of all exits
2. Secure evacuation of prisoners
  - a. Remove prisoners from courtroom to nearest holding cell.
  - b. Make efforts to keep male, female, and juvenile prisoners separate.
  - c. Provide security at different points in stairwell.
  - d. Communicate to have vehicles waiting to transport prisoners.
  - e. Move all prisoners to a secure location as soon as possible.
3. Evacuation of judges
  - a. Ensure the judge is safely escorted from the courtroom.
  - b. Escort the judge through their chambers to nearest stairwell/exit and escort from building.
  - c. Provide security for judge while outside the building until the emergency is over.
4. Evacuation of jurors
  - a. Ensure safe egress of jurors while protecting the integrity of the trial proceeding.
  - b. Instruct jurors to remain together as a group while outside.
  - c. Post a deputy with jurors to avoid any contact from the general public.
  - d. Instruct jurors that discussion of the interrupted trial proceeding is prohibited.
  - e. Monitor the jurors while outside until the emergency is over.
5. Evacuation of general public and courthouse employees
  - a. Direct the public and employees to the nearest stairwells/exits.
  - b. Check each floor starting at the top floor and descending to the ground floor or basement (if one exists) to ensure building is empty.
  - c. Communicate with other deputies when a specific floor or area is clear.
  - d. Observe for any unusual circumstances that may help to identify the cause of the emergency during a later investigation.

**Instructor Note: Advise trainees that they will need to identify department policy relating to emergency evacuation plans for courtrooms and courthouses.**

**Performance Outcome 1.5.**

Conduct court security procedures with awareness of terrorism possibilities.

**Training Objective Related to 1.5.**

- A. Complete an approved Public Safety Response to Terrorism – Awareness Level course.
- B. Complete an approved ICS 700 NIMS Introductory training course.
- C. Complete an approved ICS 100 Introductory training course.

**Criteria:** The trainee shall be tested on the following:

- 1.5.1. Indicators and effects of incidents to include CBRN(E) -- chemical, biological, radiological, nuclear, and explosive devices or weapons -- on individuals and property.
- 1.5.2. Signs and symptoms common to initial victims of a CBRN(E) incident.
- 1.5.3. Define the Incident Command System (ICS)
  - 1.5.3.1. Identify the components of ICS
  - 1.5.3.2. Identify the structure of ICS
  - 1.5.3.4. Identify the purpose of unified command under ICS
  - 1.5.3.5. Identify the role of the first responding patrol officer under ICS
  - 1.5.3.6. Identify communications protocol under ICS
  - 1.5.3.7. Identify the transfer of command by the first responding officer under ICS
- 1.5.4. Explain the purpose of the National Incident Command System (NIMS)
  - 1.5.4.1. Identify the presidential directive related to NIMS

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify indicators and effects of incidents to include CBRN(E) -- chemical, biological, radiological, nuclear, and explosive devices or weapons -- on individuals and property.
2. Identify signs and symptoms common to initial victims of a CBRN(E ) incident.
3. Define the Incident Command System (ICS)
  - a. Identify the components of ICS
  - b. Identify the structure of ICS
  - c. Identify the purpose of unified command under ICS
  - d. Identify the role of the first responding patrol officer under ICS
  - e. Identify communications protocol under ICS
  - f. Identify the transfer of command by the first responding patrol officer under ICS
4. Explain the purpose of the National Incident Command System (NIMS)
  - a. Identify the presidential directive related to NIMS

**\* Special Note: Completion of the four-hour Public Safety Response to Terrorism – Awareness Level training will accomplish the goals of number 1 and 2 in this lesson plan guide and prepare a trainee to be tested on this topic. Completion of an approved IC700 NIMS Introductory course will prepare a trainee to be tested on NIMS. Completion of an approved ICS 100 Introductory course will prepare a trainee to be tested on ICS. Courses are offered through the Virginia Department of Emergency Management, Virginia Department of Fire Programs, Virginia Department of Criminal Justice Services, and various training academies.**

**Performance Outcome 1. 6.**

Provide security for juries and sequestered juries.

**Training Objective Related to 1. 6.**

- A. Given a written exam, identify the procedures for protecting a jury in the courtroom.
- B. Given a written exam, identify the procedure for protecting and monitoring a sequestered jury.

**Criteria:** The trainee shall be tested on the following:

- 1.6.1. Identify officer positions for protection of jury members.
- 1.6.2. Identify officer positions for securing prisoner to prevent escape or threat to jury.
- 1.6.3. Identify specific requirements for sequestering a jury.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Jury protection
  - a. Officers are to position themselves in locations that do not permit the prisoner to make verbal or physical contact with anyone other than his attorney or necessary court personnel.
  - b. Officers are to position themselves behind prisoner in such a manner as to prevent escape or threat to jury or other court personnel.
  - c. Officers accompany a prisoner to bench and witness box.
  - d. Officers should remain alert to body language of prisoner and anticipate potential movements that may signal a physical attack.
  - e. Be prepared to intervene between prisoner and jury members and subdue prisoner when necessary.
2. Sequestering a jury
  - a. Movement of jurors.
    - (1). Arrange transport for jurors in one or two groups with accompanying officer.
    - (2). Ensure safe egress of jurors while protecting the integrity of the trial proceeding, particularly being aware of media personnel who may try to gain access to jurors.
    - (3). Instruct jurors to remain together as a group while outside.
    - (4). Post a deputy with jurors to avoid any contact from the general public.
  - b. Monitoring the jurors.
    - (1). Instruct jurors that discussion of the interrupted trial proceeding is prohibited.
    - (2). Provide for meals as necessary.
    - (3). Post deputies to provide security as needed

**Performance Outcome 1. 1.(Jail) and 1.7 (CS) and 1.9 (CP)**

Maintain a professional appearance with respect to clothing, grooming, and equipment.

**Training Objectives Related to 1. 1. (Jail) and 1.7 (CS) and 1.9 (CP)**

- A. Given a practical exercise, the trainee will be inspected to meet academy standards for clothing, grooming, and equipment.

**Criteria:** The trainee shall be tested on the following:

- 1.1.1. Professional appearance for an officer regarding clothing and grooming.
- 1.1.2. Professional appearance for an officer's personal equipment.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Professional appearance for an officer regarding clothing and grooming.
2. Professional appearance for an officer regarding personal equipment.
3. The importance to public perception of professionalism by presenting a well-groomed appearance for clothing and equipment.
4. The importance of establishing departmental esprit de corps by presenting a well-groomed appearance.



**Performance Outcome 1. 2. (Jail) and 1.8 (CS) and 1.10 (CP)**

Behave in a fair, positive and courteous manner with inmates and the public to develop a trust relationship and positive community relationship.

**Training Objectives Related to 1. 2. (Jail) and 1.8 (CS) and 1.10 (CP)**

Given a written exercise:

- A. Identify the impact that common courtesy may have regarding the relationship between the local jail and the community.
- B. Identify the requirements for professionalism that impact the deputy's/officer's knowledge, skill, and ability to behave in a fair and positive manner.
- C. Identify the requirement that will assist in developing and maintaining a trust relationship with the citizenry and with inmates.

**Criteria:** The trainee shall be tested on the following:

- 1.2.1. Reasons to foster a positive relationship between the local jail and the public.
- 1.2.2. Principles that define a profession.
- 1.2.3. Historical evolution of jails in the United States
- 1.2.4. Three elements of the criminal justice system
- 1.2.5. The place of jails and criminal justice in the structure of government
- 1.2.6. The role of ethics
  - 1.2.6.1. General principles of ethics
  - 1.2.6.2. Code of Ethics
    - (1). Deputy/officer behavior
    - (2). Deputy/officer dedication
    - (3). Career development
- 1.2.7. Methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow deputies or officers
- 1.2.8. Positive and negative aspects of discretionary enforcement of laws, policies, and procedures
- 1.2.9. Positive and negative influences of a criminal justice career on a deputy's/jail officer's personal life

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Reasons to foster a positive relationship between the jail officer/deputy and the public.
  - a. Develop and maintain open communications between the jail and the community
  - b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience with jails in other countries has been negative
  - c. Enhance the officer's/deputy's ability to function as effectively as possible in carrying out their daily duties
  - d. Others as may be identified and discussed
2. Consequences that may result from a failure of common courtesy
  - a. Lack of respect on the part of the officer/deputy toward a member of the public has a ripple effect beyond the immediate situation, i.e., the public may fail to call for assistance for an officer/deputy in trouble or ignore reporting a situation in the jail.
  - b. Negative attitudes toward jail officers/deputies in general may develop from the actions of one officer/deputy.
  - c. The jail officer's/deputy's ability to function effectively in carrying out daily duties will diminish should the officer/deputy become known as lacking in common courtesy and respect.
  - d. Others as may be identified
2. Identify principles that define a profession
4. Identify the historical evolution of Corrections and Jails in the United States
  - a. Establishment of Jails
  - b. Oath of office
  - c. Constitution and Bill of Rights
5. Identify the three elements of the criminal justice system
  - a. Courts
    - (1). Federal system
      - (a). U. S. District Court
      - (b). U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4<sup>th</sup> Circuit – Virginia is in this circuit)
      - (c). U.S. Supreme Court
    - (2). State system
      - (a). Magistrates
      - (b). General District Courts
      - (c). Circuit Courts
      - (d). Virginia Court of Appeals
      - (e). Virginia Supreme Court

**b. Law Enforcement**

- (1). Federal officers (in general)
- (2). Sheriffs
- (3). Police (local and state)
- (4). Other law enforcement agents

**c. Corrections**

- (1). Local corrections (jails, detention facilities)
- (2). State corrections

**6. Identify the place of jails in the structure of government****7. Define the role of ethics in criminal justice**

- a. Identify two general principles of ethics that may assist an officer/deputy in making ethical judgments
- b. Review the Jail and/or Law Enforcement Code of Ethics and its impact on the following:
  - (1). Officer/deputy behavior on duty
    - (a). Reverence for the law
    - (b). Crime prevention/prevention of rules infractions
    - (c). Respect for the public
    - (d). Impartial enforcement of rules and regulations
    - (e). Attempt to use minimum force necessary to effect an arrest or restrain an inmate
    - (f). Report only the truth
    - (g). Testify only the truth
    - (h). Never use public office for private gain
    - (i). Strive to perform at maximum efficiency
    - (j). Never misuse resources or confidential information
  - (2). Officer/deputy behavior off-duty
    - (a). Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.
    - (b). Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified.

- (3). Officer/deputy dedication
  - (a). Self (taking care of you will help you care for others)
  - (b). Family
  - (c). Office
  - (d). Community
  - (e). State
  - (f). Country
- (4). Career development
  - (a). In-service training and specialized training programs and courses
  - (b). Resources for individual efforts
    - (1). Reading professional material related to the job
    - (2). Seeking out other criminal justice training
    - (3). Using educational resources such as college courses
    - (4). Others that may be identified
- c. Provide copies of the Jail Officer's Code of Ethics for signature by trainees.
- 8. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow jail officers/deputies
- 9. Identify the positive and negative aspects of discretionary enforcement of laws, jail rules and regulations
  - a. Positive aspect: Inmates realize that they cannot manipulate a deputy or jail officer.
  - b. Negative aspect: Inmates watching a deputy/jail officer may think his enforcement of jail rules is unfair when the deputy/jail officer allows a prominent citizen who is in jail to have privileges that they may not get.
- 10. Identify positive and negative influences of a criminal justice career on an officers/deputies personal life
  - a. Positive influences include, but are not limited to,
    - (1). Providing a role model to citizens, especially children
    - (2). Saving lives
    - (3). Preventing crime
    - (4). Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights
    - (5). Others as may be identified
  - b. Negative influences include, but are not limited to
    - (1). Constantly facing the possibility of death or serious injury
    - (2). Divorce or strains on family relationships
    - (3). Alcoholism

- (4). Mental health problems ranging from chronic stress to depression with the possibility of suicide
- (5). Others as may be identified

c. Bias

- (1). Define bias.
- (2). Define discrimination.
- (3). Identify consequences of bias based jail, court, or civil process operations.
- (4). Identify consequences of impartial enforcement of jail, court, or civil process service rules.
- (5). Identify methods that a deputy/jail/court security/civil process service officer may use to prevent bias from determining a jail, court, or civil process enforcement intervention.

**Instructor Note: Numbers 4 and 5 in the lesson plan guide should provide an overview so that the trainee understands the structure of the criminal justice system and how jail operations fit into this structure. Detailed information on these areas will be provided during legal issues training.**

**Performance Outcome 1. 3. (Jail) and 1.9 (CS) and 1.11 (CP)**

Apply knowledge of the law relating to gambling and identify its impact on professionalism.

**Training Objectives Relating to 1. 3. (Jail) and 1.9 (CS) and 1.11 (CP)**

- A. Given a written exercise, identify the elements of crime classifications relating to gambling offenses.
- B. Given a written exercise, identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

**Criteria:** The trainee shall be tested on the following:

- 1.3.1. Define gambling and elements of the crime.
- 1.3.2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define gambling and elements of the crime, §18.2-325
2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

**Performance Outcome 1. 1.**

Serve civil process and/or make proper return.

**Training Objective Related to 1. 1.**

- A. Given a written and/or oral exercise, identify different types of civil process, the proper service of each, the required return of service, and officer safety procedures.

**Criteria:** The trainee shall be tested on the following:

- 1.1.1. Define civil process.
- 1.1.2. Define the purpose of civil process.
- 1.1.3. Identify who may legally serve civil process.
- 1.1.4. Identify the daily procedure for obtain civil process papers from the courts.
- 1.1.5. Identify other sources from which a Sheriff may receive civil papers for service.
- 1.1.6. Identify days on which civil process papers may not legally be served.
- 1.1.7. Identify officer safety procedures to utilize in serving civil process.
- 1.1.8. Identify persons exempt from civil process service
- 1.1.9. Identify the three (3) ways service upon a natural person may be accomplished.
- 1.1.10. Define the following legal papers:
  - 1.1.10.1. Affidavit
  - 1.1.10.2. Attachment
  - 1.1.10.3. Subpoena for the production of documents
  - 1.1.10.4. Detention order
  - 1.1.10.5. Distress warrant
  - 1.1.10.6. Garnishment
  - 1.1.10.7. Motion to amend
  - 1.1.10.8. Motion for judgment
  - 1.1.10.9. Notice for motion for judgment (distinguish between general district court and circuit court versions)
  - 1.1.10.10. Notice/letter
  - 1.1.10.11. Order
  - 1.1.10.12. Petitions
  - 1.1.10.13. Protective Order
  - 1.1.10.14. Release Order
  - 1.1.10.15. Rule to Show Cause



- 1.1.10.16. Show Cause Summons Civil
- 1.1.10.17. Show Cause Summons Criminal
- 1.1.10.18. Subpoena Duces Tecum
- 1.1.10.19. Summons
- 1.1.10.20. Summons for Unlawful Detainer
- 1.1.10.21. Summons to Answer Interrogatories (general district court; circuit court to be covered in OJT)
- 1.1.10.22. Warrant in Debt
- 1.1.10.23. Warrant in Detinue
- 1.1.10.24. Witness Subpoena
- 1.1.10.25. Writ of Fieri Facias
- 1.1.10.26. Writ of Possession of Unlawful Detainer
- 1.1.10.27. Writ of Possession in Detinue
- 1.1.11. Identify types of process requiring personal service.
- 1.1.12. Identify time period for return after process is served.
- 1.1.13. Identify the period of time permitted by law for the execution of the following papers.
  - 1.1.13.1. Attachment
  - 1.1.13.2. Distress warrant
  - 1.1.13.3. Garnishment summons
  - 1.1.13.4. Writ of fieri facias
  - 1.1.13.5. Writ of possession
- 1.1.14. Define the information that must be included on a return of process by the Deputy.
- 1.1.15. Identify the penalty for failing to make a return or making an improper return.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Definition of civil process. Civil process is the method by which citizens may seek a legal action from the courts for an activity in which they are somehow involved. Process is also a means whereby a court enforces obedience to its orders. Process is termed:
  - A. Original, when it is intended to compel the appearance of the defendant;
  - B. Mesne, when issued pending suit to secure the attendance of jurors and witnesses;
  - C. Final, when issued to enforce execution of a judgment.
2. Purpose of civil process.
  - A. To provide timely notice to person(s) or legal entities of pending legal action in which they are somehow involved.
  - B. To serve notice of the pending legal action in accordance with the law as it pertains to the particular legal document required by the specific legal action.
3. Who may legally serve civil process.
  - A. Any Sheriff or Deputy Sheriff
  - B. Any person eighteen (18) years of age or older who is not a party to, and has no interest in the controversy may serve civil process. (§8.01-293)
4. Procedure for obtaining civil process papers from the courts daily.
  - A. Every court served by a Sheriff's office must be contacted daily to determine if there are any civil process papers to be served.
  - B. Contact by telephone is permissible but should be made only with a regular employee of the clerk of the courts office. (§8.01-294)
5. Identify other sources from which a Sheriff may receive civil process papers for service. Civil process papers may come from any court in the Commonwealth and may be directed to any Sheriff of, and executed in any county, city or town in the Commonwealth. (§8.01-292) Any civil papers that come to the hand of the sheriff in a lawful manner shall be served in accordance with Title 15.2.
6. Identify days on which civil process may not be legally served (§2.2-3301; 8.01-289).
7. Identify officer safety procedures to utilize in the service of process.
  - A. Identify potential safety concerns through clues that may be present on papers to serve (ex. Vicious dog suit, violent divorce action)
  - B. Identify possible need for backup if you suspect service may generate high emotions or violence (ex. Removing child from home, domestic, evictions)

- C. Identify steps to be taken prior to service
  1. Park vehicle for easy access, cover, or escape (if necessary)
  2. Prior to exiting vehicle at the scene, carefully scan the area to check for any threats or hazards to your safety.
  3. Notify with the dispatcher giving location in cases where you expect problems.
  4. Focus on the house and curtilage as you approach the residence paying particular attention to the doorways and windows and others persons.
  5. Carry the process somewhere that it cannot be seen from the residence and it will not interfere with your hands.
  6. When you reach the door do not stand directly in front of the door or in front of any windows. Stand by the frame of the door on the doorknob side. If possible keep the windows around or in the door under constant surveillance and listen for noises coming from inside the residence.
  7. When the door is opened be ready to evade or counter any threat that may present itself.
  8. Always be alert and expect the unexpected.
- 8. Identify persons exempt from civil process service. (§8.01-327.2)
- 9. Identify three (3) ways that service upon a natural person may be accomplished.
  - A. Personal service: Actual handing of the process paper to the person named therein. If a person refuses to accept service, the process paper may be dropped at his feet and the officer's return of service will indicate that personal service was made and reflect such service.
  - B. Substitute service on a family member: The Deputy must ensure that the person served is:
    1. a member of the family (husband, wife, parent, child, brother, or sister)
    2. a regular member of the household sixteen (16) years of age or older
    3. explained the nature of the civil process papers being served
  - C. Posting on the door: Attach the civil process papers to a door that appears to be the normal entry of the abode of the person named in the process.
    1. Use methods that do not cause damage to the door such as a hanging paper or plastic bag or a rubber band to attach the civil process papers to the door.
    2. The date of posting and manner in which it was served should be noted on the process posted and on the return of service.
- 10. Define the following legal papers and their purpose.
  - A. Affidavit
  - B. Attachment
  - C. Subpoena for the Production of Documents

**Category 1, Operations****Civil Process Service**

- D. Detention Order
- E. Distress Warrant
- F. Garnishment
- G. Motion to Amend
- H. Motion for Judgment
- I. Notice of Motion for Judgment (distinguish between general district court and circuit court versions)
- J. Notice/letter
- K. Order
- L. Petitions
- M. Protective Order
- N. Release Order
- O. Rule to Show Cause
- P. Show Cause Summons Civil
- Q. Show Cause Summons Criminal
- R. Subpoena Duces Tecum
- S. Summons
- T. Summons for Unlawful Detainer
- U. Summons to Answer Interrogatories
- V. Warrant in Debt
- W. Witness Subpoena
- X. Writ of Possession of Unlawful Detainer
- Y. Writ of Fieri Facias
- Z. Writ of Possession in Detinue

12.  
13.

11. Identify types of process requiring personal service

- A. Out of state process
- B. Capias
- C. Show Cause Order (generally)
- D. Restraining Order
- E. Injunctions
- F. Bench Warrants
- G. Attachment Summons on Co-defendant (business)
- H. Garnishment Summons on Co-defendant (business)
- I. Process for any person who is a party to the suit being served at a place of business/employment
- J. Officer (or management personnel) of the corporation when the corporation is the defendant
- K. Registered agent of a corporation
- L. Partner (when an action is against the partnership)
- M. Officers and agent of unincorporated orders, associations, and common carrier

12. Identify time period for return of service after process is served. Return of service must be made to the court no more than 72 hours after service is completed. (§8.01-294)

13. Identify the time period permitted by law for the execution of civil process for the following papers:
- A. Attachment – 30 days from date of issuance. (§8.01-541, 8.01-559)
  - B. Distress warrant – 90 days from date of issuance. (§55-237)
  - C. Garnishment summons – 90 days to the issuing court, whether the court be general district or circuit. (§8.01-514)
  - D. Indemnifying bonds – 21 days to the circuit court with jurisdiction over the location in which the property resides. (§8.01-368)
  - E. Writ of fieri facias – 90 days to the court from which it was issued. (§16.1-99)
  - F. Writ of possession in detinue – 90 days from the date of issuance to the court from which it was issued.
  - G. Writ of possession in unlawful detainer – 30 days from date of issuance.
  - H. Sales – sale made under any order, warrant or process, and no particular time for return is designated, return shall be made forthwith. (§8.01-499)
14. Define information that must be included on a deputy's return of process.
- A. That the process was served
  - B. That the service was in accordance with the law and court procedure (§8.01-325)
  - C. That the return was executed by the deputy sheriff who served the process and is noted on the original copy of the process
  - D. The Deputy must sign his name and the Sheriff's name to the return
  - E. The date and time service was made must be noted
  - F. The manner of service, personal or substitute, must be indicated
  - G. The return must include the following when substitute service is made:
    - 1. The person named in the process was not at his regular place of abode.
    - 2. The person served was at the regular place of abode and was not a temporary visitor or guest.
    - 3. The relationship to the person named as a recipient on the process.
    - 4. That the person served was sixteen (16) years of age or older
    - 5. That the nature of the process was explained to the person on whom it was served
    - 6. When substituted service is effected by posting or left with a member of the family, the original and the copy left should bear a notation as to the date and manner in which it was served. (§8.01-296, §8.01-325)
15. Penalty for failing to make a return or making an improper return. The officer may be subject to a fine, having a judgment rendered against him, or other penalty. (§16.1-101)

**Performance Outcome 1. 2.**

Handle problems encountered with animals during evictions and levies.

**Training Objective Related to 1. 2.**

- A. Given a written or oral exercise, identify factors and remedies to consider when encountering animals during evictions and levies.

**Criteria:** The trainee shall be tested on the following:

- 1.2.1. Identify information to be gathered related to animals on the premises prior to an eviction or levy.
- 1.2.2. Identify information to communicate to the tenant prior to or during an eviction or levy.
- 1.2.3. Identify procedures for requesting assistance from local animal control authorities.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Information to gather prior to an eviction or levy (if possible):
  - A. Number and types of animals/birds/reptiles on premises.
  - B. Risk to officers, the public, and landlord when executing evictions and levies.
2. Information to communicate to the tenant prior to or during an eviction or levy.
  - A. Request tenant to remove any animals/birds/reptiles prior to eviction or levy if possible.
  - B. Require tenant to restrain or contain any animals/birds/reptiles during eviction or levy if not possible to remove them.
3. Procedure to request assistance from animal control authorities.
  - A. Identify which local agency is responsible for animal control (may be police, sheriff, county administrator, or other).
  - B. Identify appropriate contact within the agency for requesting animal control assistance.
  - C. Request assistance in advance, if possible, when information has been communicated that animals/birds/reptiles will not be removed or contained prior to eviction or levy. Communicate with animal control regarding the number and types of animals/birds/reptiles on premises.
  - D. If, upon arrival for an eviction or levy, the tenant has not kept a promise to remove or contain animals/birds/reptiles, contact animal control and request emergency assistance. Communicate with animal control regarding the number and types of animals/birds/reptiles on premises.
  - E. Although it may be difficult to wait for animal control authorities to arrive, animals/birds/reptiles should not be allowed to escape from the premises as they may present a public safety hazard both in terms of injuries such as bites and medical hazards from disease. This may create a liability problem for the Sheriff's office. It is unlikely a deputy will know how much proper care and feeding any animal/bird/reptile has received related to the tenant of the property. It is best to wait for animal control.

**Performance Outcome 1. 3.**

Halt civil process proceedings due to bankruptcy.

**Training Objective Related to 1. 3.**

- A. Given a written and/or oral exercise, identify the procedure for halting civil process proceedings due to bankruptcy.

**Criteria:** The trainee shall be tested on the following:

- 1.3.1. Define bankruptcy.
- 1.3.2. Identify who may file bankruptcy and how often one may file
- 1.3.3. Identify the four (4) different types of bankruptcy.
- 1.3.4. Identify debts that are not affected by bankruptcy.
- 1.3.5. Identify the procedure for an officer to follow when serving civil process and the debtor advises that he has filed for bankruptcy.



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define bankruptcy. Bankruptcy is a proceeding under federal law in which a person or business declares themselves unable to meet existing obligations and:
  - A. Petitions the bankruptcy court to take what assets they have and distribute them among creditors and then cancel any unsatisfied portion of those obligations (Chapter 7)
  - B. Petitions the court to allow them time to reorganize in the prospect of being able to meet their obligation in a reasonable period, but be excused from making payments of those obligations during the reorganization time frame. (Chapter 13 and 11)
2. Who may file bankruptcy and how often
  - A. Any person or business that resides in, does business in, or has property in this country may file bankruptcy.
  - B. A person may not file bankruptcy more often than every six (6) years.
3. The four types of bankruptcy.
  - A. Chapter 7 pertains to a personal debtor
  - B. Chapter 11 pertains to a business
  - C. Chapter 13 is similar to Chapter 11 but involves personal reorganization as opposed to business reorganization
  - D. Chapter 12 is utilized by farmers, primarily in rural areas and the Midwest
4. Debts not affected by bankruptcy.
  - A. Fines against debtor for criminal action
  - B. Alimony payments
  - C. Maintenance or support payments
5. Procedure for halting proceedings due to bankruptcy
  - A. Bankruptcy supercedes civil claims against a debtor since it is a federal action.
  - B. Mere filing for bankruptcy is not an automatic guarantee that the debtor's petition will be accepted by the court.
  - C. Sheriff should ask to see the debtor's claim of debtor acceptance by the Federal Bankruptcy Court.
  - D. If the debtor is unable to provide appropriate documentation, the Sheriff should
    1. Seek immediate legal counsel with the Commonwealth, City or County
    2. Serve the process or make the levy to protect the plaintiff's interest in the civil action, then seek immediate legal counsel.

**Performance Outcome 1. 4.**

Notify jurors for potential jury service when assigned.

**Training Objective Related to 1. 4.**

A. Given a written and/or oral exercise, identify the steps related to juror notification.

**Criteria:** The trainee shall be tested on the following:

- 1.4.1. Definition of petite jury, grand jury, special grand jury, and multi-jurisdictional grand jury.
- 1.4.2. Qualifications to serve as a juror
- 1.4.3. Process for selecting potential jurors
- 1.4.4. Preparing the list of jurors to be summoned
- 1.4.5. Summoning a juror
- 1.4.6. Excusing a juror from service
- 1.4.7. Notification to jurors regarding rescheduling/cancellation of trials after having been summoned for a particular term
- 1.4.8. Grand jury summons
- 1.4.9. Sequestered jury

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Definition of petit jury, grand jury, special grand jury, and multi-jurisdictional grand jury.
2. Qualifications to serve as a juror.
  - A. Person must be a U.S. citizen.
  - B. Citizen must be 18 years of age or older
  - C. Citizen must be a resident of the Commonwealth of Virginia for one (1) year
  - D. Citizen must have resided in the county, city, or town for six (6) months
  - E. Citizen must not be adjudicated incapacitated; convicted of treason or a felony; or be a person under a disability as defined in §8.01-2.
  - F. Exemptions from jury service, §8.01-341.
3. Process for selecting potential jurors. The clerk of the court draws ballots in the presence of the judge for trials of cases for the pending term of the court. (§8.01-348)
4. Preparing the list of jurors to be summoned.
  - A. The clerk of the court prepares an alphabetical list of names drawn and delivers attested copy of the list to the sheriff.
  - B. The list must be available in the clerk's office for inspection by counsel (§8.01-351)
5. Summoning a juror
  - A. A potential juror is summoned using the rules of service of process upon natural persons.
  - B. A potential juror is served at the place of employment
  - C. A potential juror is served by leaving a copy of the summons with the person in charge at the potential juror's place of employment
  - D. A potential juror is served by mailing a copy of the summons to the juror at least 7 days prior to the date the juror must appear. (§8.01-298)
6. Excusing a juror from service
  - A. No sheriff or any of his personnel may lawfully excuse a juror.
  - B. Potential jurors must contact the court if they feel they have a lawful basis for dismissal from jury service.
  - B. Only the judge may lawfully excuse a potential juror.
7. Notification to jurors of rescheduling/cancellation of trials after having been summoned for a particular trial. Once initially summoned, jurors may be notified by telephone of rescheduling/cancellation of trials.
  - A. Juror questions regarding term of service, where to report, date and time to report, proper attire, and who to contact in case of an emergency should be answered.

- B. Jurors should be advised regarding any hotline numbers the court may utilize that they may call to check on the cancellation or rescheduling of trials.
- 8. Grand jury summonses
- 9. Sequestered jury
  - A. Definition of a sequestered jury
  - B. Procedure or a sequestered jury
    - 1. Judge will notify the sheriff that a jury will need to be sequestered
    - 2. Sheriff will direct deputies to carry out the sequestering of the jury according to department policy.
  - C. Deputies will utilize relevant forms needed to handle a sequestered jury trial. Instructor will review copies of these forms.

**Performance Outcome 1. 5.**

Execute levies.

**Training Objective Related to 1. 5.**

A. Given a written exercise, identify the steps involved in executing a levy.

**Criteria:** The trainee shall be tested on the following:

- 1.5.1. Define levy.
- 1.5.2. Define Writ of Fieri Facias.
- 1.5.3. Identify the steps to be taken by a deputy when a Writ of Fieri Facias is received.
- 1.5.4. Identify the steps to be taken by a deputy when several Writs are received on the same day.
- 1.5.5. Identify what property may be levied under a Writ of Fieri Facias.
- 1.5.6. Identify what property may be seized under a Writ of Fieri Facias and when this must be done.
- 1.5.7. Identify what may serve as an indemnity bond.
- 1.5.8. Identify methods to determine the value of property to be levied.
- 1.5.9. Perform basic math functions to determine the value of a property to be levied in a case scenario.
- 1.5.10. Identify the steps involved for a Sheriff's sale.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define a levy. A levy is the act of a sheriff in subjecting a property to the satisfaction of a court judgment.
2. Define a Writ of Fieri Facias. A Writ of Fieri Facias is a legal document issued by the court that commands the deputy to make money out of the goods and chattels of the person against whom the judgment has been rendered. (§8.01-474)
3. Identify the steps to be taken by the deputy when a Writ of Fieri Facias is received.
  - A. Endorse on each Writ of Fieri Facias the date and time it was received.
  - B. Note the date and time the tangible personal property of each debtor has been levied.
  - C. Leave a copy of the Writ where the levy was made on each judgment debtor or other responsible person at the premises. If no such person is present, the Writ shall be posted on the front door of such premises. (§8.01-487.1)
4. Identify the steps to be taken when several Writs are received on the same day.
  - A. That which was first delivered to the deputy, though two or more shall be received on the same day, shall be first levied and satisfied and
  - B. When several such executions are delivered to the deputy at the same time they shall be satisfied ratably. (§8.01-488)
5. Identify what property may be levied on under a Writ of Fieri Facias.
  - A. Current money and bank notes
  - B. Goods and chattel of the judgment debtor, except those exempt under Title 34-26 and Title 34-4. (Reference Poor Debtor's Act and the Homestead Act).
6. Identify what property may be seized under a Writ of Fieri Facias and when this must be done.
7. Bond issues.
  - A. Identify what may serve as an indemnity bond. A deputy seizing property in the course of a legal action may require that the party initiating the action provide a bond sufficient to protect the deputy (and the interest of all other parties in the action) against all costs and claims that may result from the seizure. §8.01-367.
  - B. Identify the plaintiff's responsibility to obtain bond that must be double the amount of the levy.
  - C. Forthcoming bond – also known as defendant's bond. This is a bond posted by the defendant.
  - D. Suspending bond – also known as a 3<sup>rd</sup> party bond. This is a bond that covers any 3<sup>rd</sup> party's interest in the case.
8. Determine the value of property to be levied.
  - A. The deputy is to make every effort to value property at fair market value and may use the following resources to assist in this:
    1. National Automobile Dealers Association (NADA) Books (for vehicles and boats)

2. American Insurance Association
3. Personal Property Tax Records
4. Pawn Shop Blue Books
5. Replacement lost estimates
6. Appraisal lists by experts
7. Insurance adjusters
- B. The deputy is under the obligation to levy sufficient property of debtor to reach the amount of the judgment or make notation that the amount of the property is insufficient to reach the judgment.
- C. The deputy in no case shall make an unreasonable levy.
9. The deputy shall perform basic math functions that demonstrate knowledge of how to determine the value of property to be levied.
  - A. The deputy must be able to use basic math skills to compute payoff amounts and figure interest on levies.
  - B. In a case scenario, the deputy shall demonstrate the ability to figure partial year interest by division and multiplication to achieve daily rates and then figure interest for a set amount of days.
10. Identify the steps for a Sheriff's sale.
  - A. Deputy shall fix date, time and place for sale.
  - B. Deputy shall post notice at least 10 days before the date of the sale at some place near the residence of the owner of the property and two or more public places in the city or county official places of business. (§8.01-492)
  - C. Sale shall be to the highest bidder for cash.
  - D. Sale may be adjourned from day to day if not completed on set day. (§8.01-493)
  - E. Any surplus monies remaining after satisfying the execution, such surplus shall be repaid to the debtor. (§8.08-495)
  - F. Deputy handling the sale must make return (accounting thereof) forthwith to the clerk of the court. (§8.01-499)

**Instructor Note: Advise trainees that employees of a city, town, or county may not bid on nor purchase items at a sheriff's sale of the city, town, or county of which they are an employee. Class 1 misdemeanor. (§8.01-498)**

**Performance Outcome 1.6.**

Serve eviction notices.

**Training Objective Related to 1.6.**

- A. Given a written exercise, identify the types of notice given an evictee and the method of service.

**Criteria:** The trainee shall be tested on the following:

- 1.6.1. Define a 5-day/30-day Notice and identify methods of service.
- 1.6.2. Define a Summons for Unlawful Detainer.
- 1.6.3. Define a Writ of Possession in Unlawful Detainer.
- 1.6.4. Identify Sheriff's obligation to give notice to the tenant.
- 1.6.5. Identify Sheriff's obligation to give notice to the landlord after eviction notice has been served.



**Lesson Plan Guide:** The lesson plan shall include the following:

1. 5-Day/30-day Notice.
  - A. 5-Day Notice is a notice that is given to tenants when the rent is in arrears. A 5-day notice is not prepared by the court but either by the landlord or his attorney.
    - (1). A 5-day notice may be served upon the tenant by the Sheriff, presented to the tenant by the landlord, or mailed to the tenant by the landlord by registered or certified mail.
    - (2). Service of a 5-day notice is in accordance with the rules for service of process on a natural person if served by the Sheriff.
    - (3). A copy of the notice should be served on all defendants involved.
    - (4). Sheriff makes his return on the original copy and gives it to either the landlord or his attorney.
  - B. A 30-day Notice starts the official eviction process due to a breach of some condition of the lease.
2. Summons for Unlawful Detainer. This is an action taken by the court to summon the defendant (tenant) to appear in court for a hearing.
  - A. This summons covers the legal process for any situation in which the house, land or tenement is unlawfully detained by the person(s) in possession thereof.
  - B. The summons may be issued by the judge, magistrate or clerk.
  - C. The tenant has a right to appeal within 10 days the judgment of the district court.
3. Writ of Possession in Unlawful Detainer. This Writ is an after judgment action from the court.
  - A. The Writ gives the Sheriff the authority to remove the tenant and his belongings from the premises, restoring possession of the premises to the landlord.
  - B. The tenant has a right to appeal within 10 days the judgment of the district court. If tenant has been delinquent more than once in a year, the landlord may ask for immediate possession.
4. Notice to Tenant. The Sheriff must give written notice to the tenant as to the date and time of the eviction at least 72 hours before the eviction is to take place.
  - A. This notice is prepared by the Sheriff; it is not furnished by the court.
  - B. 3 – 5 days notice is deemed sufficient, but is in accordance with the code of Virginia §8.01-470 or 471. .
  - C. The date and time may be reset by the Sheriff due to inclement weather or other unforeseen circumstance.
5. Notice to Landlord.
  - A. The Sheriff must coordinate the eviction with the landlord to ensure the landlord is prepared to remove the tenants' possessions from the premises if necessary.
  - B. The Sheriff may cancel the eviction if the landlord fails to make such preparations or otherwise comply with the conditions imposed regarding the eviction.

**Performance Outcome 1. 7.**

Execute eviction orders using deputy safety precautions.

**Training Objective Related to 1. 7.**

A. Given a written and/or oral exercise, identify safety precautions necessary when executing eviction orders.

**Criteria:** The trainee shall be tested on the following:

- 1.7.1. Deputy safety considerations
  - 1.7.1.1. Importance of gathering information prior to eviction
  - 1.7.1.2. Use of available backup deputies
  - 1.7.1.3. Interagency communications
- 1.7.2. Command presence
- 1.7.3. Communication skills to minimize antagonistic responses
- 1.7.4. Appropriate escalation/de-escalation regarding use of force
- 1.7.5. Use of restraint procedures if necessary
- 1.7.6. Effecting an arrest if necessary

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Deputy safety considerations.
  - A. Importance of information gathering prior to eviction.
    1. Check for information regarding a prior history of violence at the residence or if outstanding warrants are on file.
      - a. Ask other deputies and check with 9-1-1 communications to see if residence has been flagged for disturbances.
      - b. Ask if landlord has made any complaints regarding violence.
    2. Identify any and all subject that may be a party to the eviction.
    3. Ask if the tenants have made any threats prior to the eviction.
  - B. Use of available backup deputy(s). If needed, request backup deputies to assist in proportion to the level of threat determined by the information gathered.
  - C. Interagency communication.
    1. Advise your agency regarding the exact location of the residence and the type of order the deputy is executing.
    2. Advise 9-1-1 communications if the level of threat is high and request frequent deputy safety checks after arrival at the residence.
  - D. Command presence. Most citizens recognize the authority of the uniform and badge and will follow the instructions of the deputy that are delivered in a straightforward, no-nonsense manner that is professional and courteous.
  - E. Communication skills that minimize antagonistic responses. Some people will use vulgar language to a deputy. Vulgar language may be used as a defense by the person using it to try and retain some sense of ownership in a situation that is probably breaking them down. It may also be used to try and provoke a deputy into a physical confrontation. **DO NOT ALLOW ANOTHER PERSON'S LANGUAGE TO PROVOKE YOU.** Keep control of your voice level and tone. You may respond with a phrase such as "This type of situation isn't easy for anyone, but you need to follow my instructions to vacate this property." Repeat instructions in a controlled, professional manner.
  - F. Appropriate escalation/de-escalation regarding use of force. If verbal attempts to calm people and direct them regarding the eviction do not work, the deputy may be physically assaulted. Should a person physically assault a deputy in any manner, use any appropriate defensive tactics moves to protect yourself and/or assist another deputy being assaulted. De-escalate the situation as quickly as possible using restraint procedures.
  - G. Restraint procedures. Depending on the situation, the deputy may physically restrain a person until the person calms down and agrees to behave appropriately or may have to handcuff a person to restrain him or her. Individuals may need to be separated so that order may be restored. Individuals may need to be physically removed from the premises for the eviction to proceed.
  - H. Effecting an arrest. Should an individual fail to comply with the instructions of the deputy or engage in unlawful behavior, the deputy may arrest the individual following all procedures for an arrest without a warrant.

**Instructor Note: Advise trainees to identify agency policy and procedures for eviction when an outstanding warrant exists.**

**Performance Outcome 1. 8.**

Oversee removal of physical property of evictee from premises.

**Training Objective Related to 1.8.**

- A. Given a written and/or oral exercise, identify factors to consider in overseeing removal of physical property of evictee from premises.

**Criteria:** The trainee shall be tested on the following:

- 1.8.1. Legal authority to break and enter.
- 1.8.2. Removal of defendant's property

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Legal authority to break and enter. (Code of Virginia §8.01-470)
  - A. Under Writ of Possession in Unlawful Detainer, the officer has the authority to break and enter in the daytime after notice has been given to the tenant (if he be on the premises) to restore possession to the landlord.
  - B. Entry may be made with a key if the landlord has one in possession.
  - C. A locksmith may be obtained to effect entry.
2. Review of property before eviction
  - A. Walk through the property to observe for animals who may need care and arrange for removal prior to locking up property.
  - B. Observe for weapons or illegal items on premises. Secure weapons in trunk of car until legal ownership can be established. Secure any illegal items and notify supervisor for appropriate action to be taken in accordance with department policy.
3. Removal of defendant's property
  - A. Property must be deposited at nearest public way.
  - B. Tenant has the right to remove his property from the public right of way during the twenty-four (24) hour period after eviction.
  - C. After twenty-four (24) hours the landlord shall remove or dispose of any personal property remaining in the public way.
  - D. At the landlord's request, the Sheriff shall cause the personal property to be placed in a storage area designated by the landlord, which may be the dwelling unit. The tenant then may remove his belongings from the designated area at reasonable times during the twenty-four (24) hours after the eviction, or at such other reasonable times until the landlord has disposed of the property therein.

**Performance Outcome 1. 1.(Jail) and 1.7 (CS) and 1.9 (CP)**

Maintain a professional appearance with respect to clothing, grooming, and equipment.

**Training Objectives Related to 1. 1. (Jail) and 1.7 (CS) and 1.9 (CP)**

- A. Given a practical exercise, the trainee will be inspected to meet academy standards for clothing, grooming, and equipment.

**Criteria:** The trainee shall be tested on the following:

- 1.1.1. Professional appearance for an officer regarding clothing and grooming.
- 1.1.2. Professional appearance for an officer's personal equipment.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Professional appearance for an officer regarding clothing and grooming.
2. Professional appearance for an officer regarding personal equipment.
3. The importance to public perception of professionalism by presenting a well-groomed appearance for clothing and equipment.
4. The importance of establishing departmental esprit de corps by presenting a well-groomed appearance.

**Performance Outcome 1. 2. (Jail) and 1.8 (CS) and 1.10 (CP)**

Behave in a fair, positive and courteous manner with inmates and the public to develop a trust relationship and positive community relationship.

**Training Objectives Related to 1. 2. (Jail) and 1.8 (CS) and 1.10 (CP)**

Given a written exercise:

- A. Identify the impact that common courtesy may have regarding the relationship between the local jail and the community.
- B. Identify the requirements for professionalism that impact the deputy's/officer's knowledge, skill, and ability to behave in a fair and positive manner.
- C. Identify the requirement that will assist in developing and maintaining a trust relationship with the citizenry and with inmates.

**Criteria:** The trainee shall be tested on the following:

- 1.2.1. Reasons to foster a positive relationship between the local jail and the public.
- 1.2.2. Principles that define a profession.
- 1.2.3. Historical evolution of jails in the United States
- 1.2.4. Three elements of the criminal justice system
- 1.2.5. The place of jails and criminal justice in the structure of government
- 1.2.6. The role of ethics
  - 1.2.6.1. General principles of ethics
  - 1.2.6.2. Code of Ethics
    - (1). Deputy/officer behavior
    - (2). Deputy/officer dedication
    - (3). Career development
- 1.2.7. Methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow deputies or officers
- 1.2.8. Positive and negative aspects of discretionary enforcement of laws, policies, and procedures
- 1.2.9. Positive and negative influences of a criminal justice career on a deputy's/jail officer's personal life



**Lesson Plan Guide:** The lesson plan shall include the following:

1. Reasons to foster a positive relationship between the jail officer/deputy and the public.
  - a. Develop and maintain open communications between the jail and the community
  - b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience with jails in other countries has been negative
  - c. Enhance the officer's/deputy's ability to function as effectively as possible in carrying out their daily duties
  - d. Others as may be identified and discussed
2. Consequences that may result from a failure of common courtesy
  - a. Lack of respect on the part of the officer/deputy toward a member of the public has a ripple effect beyond the immediate situation, i.e., the public may fail to call for assistance for an officer/deputy in trouble or ignore reporting a situation in the jail.
  - b. Negative attitudes toward jail officers/deputies in general may develop from the actions of one officer/deputy.
  - c. The jail officer's/deputy's ability to function effectively in carrying out daily duties will diminish should the officer/deputy become known as lacking in common courtesy and respect.
  - d. Others as may be identified
2. Identify principles that define a profession
4. Identify the historical evolution of Corrections and Jails in the United States
  - a. Establishment of Jails
  - b. Oath of office
  - c. Constitution and Bill of Rights
5. Identify the three elements of the criminal justice system
  - a. Courts
    - (1). Federal system
      - (a). U. S. District Court
      - (b). U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4<sup>th</sup> Circuit – Virginia is in this circuit)
      - (c). U.S. Supreme Court
    - (2). State system
      - (a). Magistrates
      - (b). General District Courts
      - (c). Circuit Courts
      - (d). Virginia Court of Appeals
      - (e). Virginia Supreme Court

- b. Law Enforcement
    - (1). Federal officers (in general)
    - (2). Sheriffs
    - (3). Police (local and state)
    - (4). Other law enforcement agents
  - c. Corrections
    - (1). Local corrections (jails, detention facilities)
    - (2). State corrections
6. Identify the place of jails in the structure of government
7. Define the role of ethics in criminal justice
- a. Identify two general principles of ethics that may assist an officer/deputy in making ethical judgments
  - b. Review the Jail and/or Law Enforcement Code of Ethics and its impact on the following:
    - (1). Officer/deputy behavior on duty
      - (a). Reverence for the law
      - (b). Crime prevention/prevention of rules infractions
      - (c). Respect for the public
      - (d). Impartial enforcement of rules and regulations
      - (e). Attempt to use minimum force necessary to effect an arrest or restrain an inmate
      - (f). Report only the truth
      - (g). Testify only the truth
      - (h). Never use public office for private gain
      - (i). Strive to perform at maximum efficiency
      - (j). Never misuse resources or confidential information
    - (2). Officer/deputy behavior off-duty
      - (a). Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.
      - (b). Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified.

- (3). Officer/deputy dedication
  - (a). Self (taking care of you will help you care for others)
  - (b). Family
  - (c). Office
  - (d). Community
  - (e). State
  - (f). Country
- (4). Career development
  - (a). In-service training and specialized training programs and courses
  - (b). Resources for individual efforts
    - (1). Reading professional material related to the job
    - (2). Seeking out other criminal justice training
    - (3). Using educational resources such as college courses
    - (4). Others that may be identified
- c. Provide copies of the Jail Officer's Code of Ethics for signature by trainees.
- 8. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow jail officers/deputies
- 9. Identify the positive and negative aspects of discretionary enforcement of laws, jail rules and regulations
  - a. Positive aspect: Inmates realize that they cannot manipulate a deputy or jail officer.
  - b. Negative aspect: Inmates watching a deputy/jail officer may think his enforcement of jail rules is unfair when the deputy/jail officer allows a prominent citizen who is in jail to have privileges that they may not get.
- 10. Identify positive and negative influences of a criminal justice career on an officers/deputies personal life
  - a. Positive influences include, but are not limited to,
    - (1). Providing a role model to citizens, especially children
    - (2). Saving lives
    - (3). Preventing crime
    - (4). Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights
    - (5). Others as may be identified
  - b. Negative influences include, but are not limited to
    - (1). Constantly facing the possibility of death or serious injury
    - (2). Divorce or strains on family relationships
    - (3). Alcoholism

- (4). Mental health problems ranging from chronic stress to depression with the possibility of suicide
- (5). Others as may be identified

c. Bias

- (1). Define bias.
- (2). Define discrimination.
- (3). Identify consequences of bias based jail, court, or civil process operations.
- (4). Identify consequences of impartial enforcement of jail, court, or civil process service rules.
- (5). Identify methods that a deputy/jail/court security/civil process service officer may use to prevent bias from determining a jail, court, or civil process enforcement intervention.

**Instructor Note: Numbers 4 and 5 in the lesson plan guide should provide an overview so that the trainee understands the structure of the criminal justice system and how jail operations fit into this structure. Detailed information on these areas will be provided during legal issues training.**

**Performance Outcome 1. 3. (Jail) and 1.9 (CS) and 1.11 (CP)**

Apply knowledge of the law relating to gambling and identify its impact on professionalism.

**Training Objectives Relating to 1. 3. (Jail) and 1.9 (CS) and 1.11 (CP)**

- A. Given a written exercise, identify the elements of crime classifications relating to gambling offenses.
- B. Given a written exercise, identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

**Criteria:** The trainee shall be tested on the following:

- 1.3.1. Define gambling and elements of the crime.
- 1.3.2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define gambling and elements of the crime, §18.2-325
2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.